

Ruprecht-Karls-Universität Heidelberg



Kommentierte Ankündigungen Wintersemester 2007/2008

Anglistisches Seminar
<http://www.as.uni-hd.de>

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Einleitung

Die Kommentierten Ankündigungen enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren, die Teilnahmevoraussetzungen, Leistungspunktevergabe und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten Oktoberwochen online bekanntgegeben. Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen auf der Homepage: <http://www.as.uni-hd.de>. Der Redaktionsschluß dieser Druckversion war der 15. Juli 2007.

Termine und Fristen

Allg. Vorlesungsbeginn am Anglistischen Seminar:	Montag, 15. Oktober 2007
Vorlesungsbeginn für Studierende im 1. Semester:	Dienstag, 16. Oktober 2007
Ende der Vorlesungszeit:	Freitag, 8. Februar 2008
Orientierungseinheit für Studienanfänger:	Mittwoch, 10. Oktober 2007, 10.00 Uhr
Anmeldefrist für Kurse (online Anmeldung):	1. Oktober–11. Oktober 2007

Neu: der Bachelor-Studiengang

Ab diesem Wintersemester 2007/2008 bietet das Anglistische Seminar folgende Bachelor-Studiengänge an:

Neu: der Bachelor-Studiengang

- 25% BA Englische Sprachwissenschaft
- 25% BA Englische Literaturwissenschaft
- 25% BA Englische Kulturwissenschaft
- 50% BA Englische Philologie
- 75% BA Englische Sprach-, Literatur- und Kulturwissenschaft

Welche Lehrveranstaltungen Sie im Bachelor belegen sollten, sehen Sie am besten an der Modularisierung, die Sie in der Rubrik "Studium" von unserer Homepage herunterladen können. Selbstverständlich werden Sie auch am Orientierungstag über den Aufbau des Studiums informiert.

Die Modulzugehörigkeit der Lehrveranstaltungen finden Sie im vorliegenden Dokument jeweils in einer kleinen Tabelle nach den Überschriften. Dort finden Sie auch Angaben über die jeweils vergebenen Leistungspunkte (weitere Details dazu stehen zum Teil in den einzelnen Kursbeschreibungen; die Bezeichnungen „Leistungspunkt“, „credit point“ sowie die Abkürzungen „LP“ und „CP“ meinen jeweils das gleiche).

Die Namen der Kurstypen haben sich zum Teil gegenüber den Bezeichnungen im Lehramts- und Magisterstudiengang geändert. Im vorliegenden Vorlesungsverzeichnis werden immer beide Bezeichnungen geführt; zuerst die neue Bezeichnung, und dann, durch einen Schrägstrich getrennt, die alte. Z.B. bedeutet „Grammar/Grammar and Style I“, dass BA-Studierende hier einen „Grammar“-Schein erwerben können, während Lehramts- und Magisterstudierende den Schein „Grammar and Style I“ erwerben können.

Die weniger offensichtlichen Fälle sind in folgender Tabelle verzeichnet:

Aktuelle Bez.	BA	Lehramt und Magister
Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde	Proseminar I Kulturwissenschaft (anwendungsorientiert)	Landeskunde
Proseminar I Kulturwissenschaft (theoretisch)	Proseminar I Kulturwissenschaft (theoretisch)	-- kein Schein --
Proseminar II Kulturwissenschaft/ Landeskunde	Proseminar II Kulturwissenschaft	Landeskunde
Proseminar II moderne Sprachwissenschaft	Proseminar II moderne Sprachwissenschaft	Proseminar I Sprachwissenschaft
English in Use	English in Use	-- kein Schein --

Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden:

1. Persönliche Anmeldung
2. Online-Formularanmeldung (“Kurswahl”)

Persönliche Anmeldung

Ab Erscheinen der *Kommentierten Ankündigungen* können Sie sich in den Sprechstunden der KursleiterInnen persönlich anmelden. Dieser Anmeldemodus gilt in der Regel für alle Seminare (Pro-, Haupt- und Oberseminare), Kolloquien und andere Kurse mit dem Vermerk “persönliche Anmeldung”.

Online-Formularanmeldung (“Kurswahl”)

Kurstypen mit diesem Anmeldemodus (Einführungsveranstaltungen und -tutorien, sprachpraktische Übungen, Fachdidaktik und Landeskunde) sind durch einen entsprechenden Hinweis (“Anmeldung per Online Formular”) gekennzeichnet.

Achtung: das Online-Anmeldeverfahren (“Kurswahl”) wird im Wintersemester 2007/2008 wieder geändert! Es gibt jetzt wie in den Jahren zuvor nur noch einen Anmeldezeitraum.

Am Tag nach Ablauf der Anmeldefrist werden die Listen mit den Kursen und ihren jeweiligen Teilnehmer/inne/n am Institut ausgehängt; außerdem können Sie in “SignUp” online einsehen, in welchen Kursen Sie einen Platz erhalten haben.

Regeln der Anmeldung:

Sie müssen sich für mindestens zwei der angebotenen Kurse anmelden. Diese Regelung ist erforderlich, um eine gleichmäßige Verteilung der Studierenden auf alle Kurse und damit die bestmögliche Betreuung zu gewährleisten. Sie können sich auch zu mehr als zwei Kursen anmelden und erhöhen damit die Gleichmäßigkeit der Verteilung.

Ihre Kurswahl können (und müssen) Sie je nach Ihren Dispositionen priorisieren. Die Prioritäten können Sie mit den Zahlen 1 bis 9 gewichten. 1 ist die niedrigste, 9 die höchste Priorität. Gewichten Sie also den Kurs, der am ehesten Ihren Wünschen entspricht, mit 9 Punkten, und gewichten Sie die weiteren Kurse mit entsprechenden niedrigeren Prioritäten, den zweiten Kurs also mit 8, den dritten mit 7 etc.

Beispielsweise könnte Ihre Anmeldung zu Translation I so aussehen, wenn Sie lieber einen Kurs am Montag besuchen möchten, aber auch am Donnerstag Zeit hätten:

Translation into English/Translation I, Shiels, Mo 14.15-15.45: 9 Punkte

Translation into English/Translation I, Henn, Do 14.15-15.45: 8 Punkte

Der Zeitpunkt der Anmeldung während der Anmeldefrist hat keinen Einfluß auf die Berücksichtigung Ihrer Wünsche. Wer sich sehr früh anmeldet, hat keine bessere Chance als

Wichtige Hinweise zum Anmeldeverfahren

jemand, der sich eher spät anmeldet. Während des Anmeldezeitraums können Sie Ihre Auswahl jederzeit einsehen und auch verändern. Nach Ende der Anmeldefrist ist dies nicht mehr möglich. Die Verteilung der Studierenden auf die Kurse erfolgt, soweit dies realisierbar ist, nach Ihren Wünschen. Besonders aussichtsreich ist übrigens die Wahl von Kursen, die montags oder freitags stattfinden.

Alle Studierenden benötigen für den Zugang zum eigenen SignUp-Konto den Nachnamen (erster Buchstabe groß!), die Matrikelnummer und das Passwort des URZ-Kontos. Der Zugang zu SignUp erfolgt über das Login: <http://signup.uni-hd.de>. (Wählen Sie dort "Studierende" und "Anglistik", dann "Login").

Alle Studierenden, die noch über kein Paßwort zu ihrem URZ-Konto verfügen, erhalten dieses auf der folgenden Webseite des Universitätsrechenzentrums: <http://web.urz.uni-heidelberg.de/AllgemeinInfo/ben-verw/stud-bi.html>

Zur Anmeldung für die Teilnahme an einem Kurs wählen Sie in Ihrem "SignUp"-Konto die ab Beginn der Anmeldefrist freigeschaltete Leiste "Kursauswahl" am linken Rand unter den Leisten "LogOut", "Daten", "Leistungen" etc. Dort wählen Sie dann den jeweiligen Kurstyp, zum Beispiel "Grammar/Grammar and Style I", "Pronunciation Practice/Begleilkurse Phonetik AE" etc. Das weitere Vorgehen erklärt sich von selbst.

Für Fragen und Probleme betreffend "SignUp" gibt es eine Hilfe-Funktion (Klick auf "Hilfe" in der oberen Zeile). Außerdem steht während der gesamten Anmeldezeiträume und am Tag der Veröffentlichung der Listen mit den Teilnehmer/innen ein Ansprechpartner zur Verfügung, den Sie per Email (Klick auf "Feedback") erreichen (geben Sie bitte Namen, Matrikelnummer und eine kurze Beschreibung des Problems an). Auch in der ersten Semesterwoche gibt es ausreichend Möglichkeit der Besprechung und Lösung individueller Probleme (s. Aushang).

Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 10. Oktober 2007 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium, das aus Studiengebühren finanziert wird, ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrene Studierende höherer Semester bieten in kleineren Gruppen wertvolle Hilfestellung bei der Stundenplangestaltung, geben Tipps zur Organisation des Studienalltags und helfen bei einer ersten Orientierung im Seminar. Darüber hinaus bietet das Tutorium die Möglichkeit, sowohl Studierende als auch Lehrende in einem ungezwungenen Rahmen kennenzulernen. Für einen guten Start in das Studium wird die Teilnahme allen Studienanfängern dringend empfohlen.

gez. Kathrin Pfister

Bitte informieren Sie sich über aktuelle Änderungen am Schwarzen Brett des Seminars bzw. im Internet unter <http://www.as.uni-hd.de>. Bei abweichenden Angaben in <http://lsf.uni-heidelberg.de> ist immer die der Homepage Anglistik aktuell.

Gesamtredaktion: H. Jakubzik

Vorlesungen

Vorlesungen Sprachwissenschaft

Bachelor-Modul	Studiengang/Semester
Phonetics	25% Sprachwiss., 25% Literaturwiss. oder 25% Kulturwiss., 1.-2. Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3.5 Leistungspunkte (für BA-Studierende)

Introduction to English Phonetics and Phonology

N.N. Montag 16:15 - 17:45 NUni HS 14 2st.

In its first part, the lecture will provide an introduction to the fields of phonetics and phonology in general. As a second step, we will then consider the sound system of the English language in particular. Here we will proceed from a detailed description of consonant and vowel phonemes to supra-segmental features of pronunciation. The reference accents in the description of English are the British and American standard accents (Received Pronunciation and General American, respectively), while further accents of English will be alluded to when appropriate. Throughout the lecture, special attention will be paid to interferences that Germans experience when speaking English. Finally, the lecture will include a practical component concerned with the transcription of English texts. In addition to the lecture, students also need to take a pronunciation class in the language lab (*Begleitkurs Phonetik*, AE or BE), preferably in the same semester. No registration is needed for the lecture, but sign up online for the *Begleitkurs*.

Texts: For both lecture and *Begleitkurs*, students need to obtain one of the following books (the first for British, the second for American pronunciation): Sauer, Walter. 2006. *A Drillbook of English Phonetics*. Third Edition. Heidelberg: Winter. (or second edition) Sauer, Walter. 2001. *American English Pronunciation: A Drillbook*. Third Edition. Heidelberg: Winter. (or second edition). Furthermore, the following books are recommended for the lecture: Collins, Beverley & Inger M. Mees. 2003. *Practical Phonetics and Phonology*. London / New York: Routledge. Skandera, Paul & Peter Burleigh. 2005. *A Manual of English Phonetics and Phonology*. Tübingen: Narr.

Scheinerwerb: Abschlussklausur

Vorlesung historische Sprachwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Linguistics	25% Sprachwissenschaft 4.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

4 Leistungspunkte (für BA-Studierende)

A history of English Loans

Prof. Glauser Mittwoch & Donnerstag 12:15 – 13:00, Heu II, 2st.

In the autumn of 1998 a successful, but ill-advised candidate at the oral examination of ‘Erstes Staatsexamen’ told the candidates for the following spring that the historical topic best to choose was loan vocabulary, fascinating, easy and producing excellent marks. As a result of this, twelve candidates wanted to be examined about it.

I could not ask the same thing again and again and was thus forced to parcel up the topic.

Jespersen’s famous quotation, Lord Quirk’s statement to the same effect and Barbara Strang’s much more outward-looking interpretation covered the first three candidates. The Latin element, the French one, the Scandinavians, the modern era where every word is a potential word of English and the most recent development, i.e. no more [čopin] for the famous Polish composer, resulted in another five exams.

After exam eight my then Hilfskraft, by accident, provided me with TIME magazine’s cover story about Testosteron, and there was this wonderful summary: “Testosteron. What could be wrong with something that sounds like an Italian dessert, named after a Greek God?” That was the solution in a nutshell to one of my four remaining problems. Testosteron, Zabaglione, Poseidon, compared with German Testosteron, Interferon, Natron. ‘Süßspeise? Griechischer Gott?’ No, thank you. Chemistry at best.

I showed the student the quotation, made her read the text, asked her to translate it into German, and asked her which was the more convincing version. She eventually got the upshot of it. English has a dissociated vocabulary, German a relatively consociated one, and I was quite pleased, with myself and with her, only to learn afterwards that she had come out of the exam in tears.

This experience is the raison d’être for this lecture course: no more crying about Testosteron.

Texts: any history of English.

Course Requirements: for BA students: Regular attendance (1CP), preparation/homework (2CPs), oral exam (1CP).

Vorlesungen Literaturwissenschaft

Bachelor-Modul	Studiengang/Semester
Literary Core Studies	25% Literaturwissenschaft, 50%, 75% 2.-3.. Semester
Intermediate Studies Literature	25% Literaturwissenschaft 4.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul, 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul, 4.-6. Semester

4 Leistungspunkte (für BA-Studierende)

Amerikanische Romantik

Prof. Schulz Montag 11:15 - 12:45 NUni HS 15 2st.

In der ersten Hälfte des 19. Jahrhunderts erlebt die bis dahin weithin epigonale oder, soweit sie originell ist, ästhetisch eher dürftige Literatur der USA ihre erste große Blüte. Mit Coopers Lederstrumpf-Romanen, Emersons Essays, Hawthornes Erzählungen und Romanen, Thoreaus Walden, Poes Gedichten und Stories gewinnt sie eigene Konturen und produziert ihre ersten Klassiker. Für den Literaturhistoriker liegt ein Hauptreiz dieser Werke in der eigentümlichen Verschränkung romantischer Themen und Stilmittel mit solchen, die auf die Moderne vorausweisen. Faszinierend ist darüber hinaus die Auseinandersetzung der Autoren mit dem "Experiment Amerika": Die amerikanische Literatur ist verpflichtet auf die Idee Amerikas, und noch die schärfsten Kritiker der Verhältnisse schaffen *Nationalliteratur* in einem emphatischen Sinne, der für die meisten europäischen Schriftsteller der Zeit der Vergangenheit angehört.

Beginn: 22. Oktober

Texts: *The Norton Anthology of American Literature*. Sixth Edition. Ed. Nina Baym et al. Vol. B.

Scheinerwerb: Für BA-Studierende: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (2 LP); Leistungsnachweis: Schriftliche Prüfung (1 LP)

American Modernism

Prof. Schloss Mittwoch 11:15 - 12:45 108 2st.

This lecture course will assess the multifold contributions of US-American writers to the international movement of modernism. Students will be introduced to different American modernist

Vorlesungen

schools and their cultural and aesthetic philosophies. After a consideration of the uses of the terms 'modern', 'modernity', 'modernist', and 'modernism', we will begin with Ezra Pound, T.S. Eliot, and H.D., a group of American avantgarde poets who decided to make their home in Europe; we will discuss their contention that a modernist writer must, first and foremost, come to terms with 'tradition' of world literature. The second section of the lecture course will deal with the poems and poetic theories of Robert Frost, William Carlos Williams, and Wallace Stevens – poets who adopted an antitraditionalist, 'nativist' stance. In the third section, we will discuss the modernist orientations of three novelists: Ernest Hemingway, F. Scott Fitzgerald, and William Faulkner. A consideration of the Harlem Renaissance (Langston Hughes, Jean Toomer, and Zora Neale Hurston) in the modernist context and a preview of the literature and philosophy of postmodernism will round out this lecture course.

Texts: Students should read the following novels before the term starts: Hemingway, *The Sun Also Rises*, Fitzgerald, *The Great Gatsby*, and Faulkner, *The Sound and the Fury*. *The Norton Anthology of American Literature* (Volume D: Between the Wars, 1915-1945) offers useful selections from the work of the modernist poets and the Harlem-Renaissance writers. For a general introduction to the period and its writers see Part Four of the *Columbia Literary History of the United States*, ed. by Emory Elliott (New York, 1988).

Course Requirements: for BA students: Regular attendance (1 LP), regular homework assignments (2 LP), final exam (1 LP).

Vorlesung Kulturwissenschaft

Bachelor-Modul	Studiengang/Semester
Cultural Core Studies	25% Kulturwissenschaft, 50% oder 75% 2.-3. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

4 Leistungspunkte

Cultural Criticism and Critical Practice

Dr. Herbrechter Mittwoch 09:15 - 10:45 HS 10 2st.

Cultural criticism is about trying to understand and critically evaluate your own way of life as someone who takes part in several cultures. It is also inviting you to think about alternatives and different ways of life. Imagine being a 'Martian'. Your perspective on everything around you would change dramatically. Absolutely nothing could be taken for granted, from the way people are dressed to the way they eat, from politics to body-piercing, from postcards to computers, from

everyday life experience to history books and literature. You would have to adjust and develop new reading techniques (i.e. critical practices) to be able to interpret and critically evaluate any cultural phenomenon from such a new perspective. But beware! This might not only change the way you see things but also the way you experience and live them. This course tries to promote the joy of critical and speculative thinking by not taking anything for granted. This course provides a historical introduction to the changing notions of culture, interpretation and textuality in cultural criticism. It evaluates the impact of 'theory' on the contemporary practice of cultural criticism and highlights political implications in the cultural production of meaning. It explores the function of a variety of literary and non-literary, written, oral, visual, filmic and media texts and their interpretation.

Texts: Barker, Chris (2000) *Cultural Studies*, London: Sage.
Barker, Chris (2002) *Making Sense of Cultural Studies*, London: Sage.
Belsey, Catherine (2002) *Critical Practice*, repr., London: Routledge.
Cavallaro, Dani (2001) *Critical and Cultural Theory*, London: Athlone/Continuum.
Lewis, Jeff (2001) *Cultural Studies: the Basics*, London: Sage.
Thwaites, Tony, et al. (2002) *Introducing Cultural and Media Studies*, London: Palgrave.

Scheinerwerb: regelmäßige Teilnahme (1 LP), Vor- und Nachbereitung (2 LP), Klausur (1 LP)

Einführungsveranstaltungen

Einführung Sprachwissenschaft

5 Leistungspunkte

Diese Vorlesung mit Begleittutorien soll in den wissenschaftlichen Umgang mit Sprache einführen, eine Vorstellung von der Komplexität des Gebietes der Sprachwissenschaft vermitteln und die Grundlagen schaffen für die Behandlung spezieller sprachwissenschaftlicher Fragestellungen in den weiterführenden Pro- und Hauptseminaren.

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (15. Juli 2007) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: www.as.uni-hd.de.

Bachelor-Modul	Studiengang/Semester
Introduction to Linguistics	25% Sprachwissenschaft, 1. Semester
Introduction Module	50% oder 75% 1. Semester

Introduction to English Linguistics

Prof. Glauser Montag 09:15 - 10:45

Neue Uni: Aula

2st. + 2st.
Tutorium

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics, and conclude with a survey of historical linguistics, covering the main developments from Old English to Present-Day English. There will be an accompanying compulsory tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented, the main issues treated in the lecture will be repeated and applied in practical exercises. A reader with texts for the lecture class and tutorials will be available, but students may want to obtain one of the textbooks listed below (in alphabetical order, not in order of recommendation).

N.B.: For details as to tutors, times and rooms of the tutorials please check the notice board or <http://www.as.uni-hd.de>.

Texts: Laurel Brinton 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: John Benjamins.

Stephan Gramley and Kurt-Michael Pätzold. ²2004. *A Survey of Modern English*. London: Routledge.

Ernst Leisi und Christian Mair. ⁸1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Paul Georg Meyer *et al.* 2002. *Synchronic English Linguistics: An Introduction*. Tübingen: Narr.

Course Requirements: regular attendance of lecture course (1CP) and tutorials (1CP), preparation/homework (2CPs), final test (1CP)

Einführung Literaturwissenschaft

5 Leistungspunkte

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (15. Juli 2007) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: www.as.uni-hd.de.

Bachelor-Modul	Studiengang/Semester
Introduction to Literature	25% Literatur- oder Kulturwissenschaft, 1. Semester
Introduction Module	50% oder 75% 1. Semester

Introduction to Literary Studies

Prof. Schniererer Freitag 09:15 - 10:45 NUni HS 10 2st. + 2st. Tutorium

This course of lectures in English is designed to introduce you to the basics of our craft. Under the headings of "Literature and Text", "Literary History", "Cultural Analysis", "Literary Analysis" and "Interpretation" we shall address questions ranging from the simple ("What is the difference between an aposiopesis, a tmesis, and an apocope?") via the difficult ("Are computer games literature?") to the unanswerable ("What exactly is good about Shakespeare?")

There will be an accompanying compulsory tutorial where advanced students will (a) introduce you to the techniques and tools you need in your course of studies, (b) go over the lecture's central issues again and (c) clarify what I may have left opaque. Nevertheless, I would like to encourage you to ask questions before, after and - emphatically - also during lectures.

In the first meeting you will get an accompanying reader with selected texts. I will also repeatedly refer to a handful of texts which I cannot reprint in full and which you might want to have a look at: William Shakespeare's *Hamlet*, T.S. Eliot's *The Waste Land* (don't expect to understand much of it yet) and Joanne Kathleen Rowling's *Harry Potter and the Deathly Hallows*.

Scheinwerb: Für BA-Studierende: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (2 LP); Leistungsnachweis: Klausur (1 LP); Teilnahme am Tutorium (1 LP)

Proseminare

Proseminar I Sprachwissenschaft

Bachelor-Modul	Studiengang/Semester
Linguistic Core Studies	25% Sprachwissenschaft, 50% oder 75% 2.-3. Semester

5.5 Leistungspunkte

The Infinite Gift: An Ingenious New Theory of How Children Acquire Language

Dr. Schiffmann Freitag 11:15 - 12:45 114 2st.

Now that we are well into the 21st century, there have been, and still are, many different theories of language acquisition in circulation, to a point where one would hardly expect anything new under the sun. But along comes Charles Yang, a linguist and psychologist at Yale University, and he tries the unheard-of: a combination of Noam Chomsky's theory of Universal Grammar (UG) and Charles Darwin's theory of natural selection. Starting from Chomsky's idea that children are born with a fully fledged menu of all possible natural languages wired into their little brains, Chang comes to the somewhat paradoxical but yet compelling conclusion that languages are learnt by forgetting. Just as certain organisms were thinned out by an unfriendly natural environment in the course of evolution, languages we once all carried within us as a potential (had I been born in Shanghai, I would now not speak German and English but Chinese) are progressively weeded out by the linguistic data in our environment – it is learning by “forgetting” what could have been. My only objection to the fantastic book by Chang that will be the basis for the seminar is that it is sometimes all too easy. I will make up for this by throwing in related but more demanding stuff every now and then.

Application by e-mail to mikschiff@t-online.de or, at the latest, appearance at the first seminar session.

Texts: Charles Yang, *The Infinite Gift. How Children Learn and Unlearn the Languages of the World*, Scribner, New York 2006, € 21,90.

Course Requirements: Active Participation, presentation, term paper.

Intercultural Communication

Dorothea Halbe Dienstag 14:15 - 15:45 108 2st.

Today we come in contact with people from different cultures almost daily. So questions of how to behave and what other people's behaviour means are a common problem.

Communication of people from different cultural backgrounds (even within the same culture) can differ significantly, e.g. utterances can have different meanings and communicative strategies can vary. What is seen as positive in one culture may be seen as negative in another. This can lead to misunderstandings – or (after a while) to adaptation. The latter requires understanding the differences in the communicative strategies. In this seminar we will look at theories of intercultural communication and how communicative styles differ with respect to e.g. politeness, power, gender and body language.

Texts: Gudykunst, William B. (ed) (2005): *Theorizing About Intercultural Communication*. Thousand Oaks: Sage Publications.

Scheinerwerb: Regelmäßige Teilnahme, Referat, Hausarbeit

Language and Gender

Dorothea Halbe Mittwoch 14:15 - 15:45 114 2st.

Do women and men speak differently? This is a common question that has been researched and discussed for decades and its ramifications (that women may be discriminated because of the way they speak) have been a feminist concern. Lately, research has started to move away from an oversimplification of the question and answers are becoming more and more differentiated and comprehensive. What role gender plays in the way people speak, when and how gender is salient and performed and how it plays together with other linguistic performances are topics we want to look at in this seminar.

Texts: Coates, Jennifer. 2004. *Women, Men and Language*. 3rd ed. Harlow: Longman.

Scheinerwerb: Regelmäßige Teilnahme, Referat, Hausarbeit.

Proseminar II historische Sprachwissenschaft (Überblick)

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Linguistics	25% Sprachwissenschaft 4.-5. Semester
Intermediate Seminar Linguistics and Literature	50% Wahlpflichtmodul 4.-6. Semester
Intermediate Seminar Linguistics and Culture	50% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Language Change

Dorothea Halbe Donnerstag 14:15 - 15:45 114 2st.

Language changes constantly. This is a fact. The question, however, is, why does it change and how? What mechanisms are at work? How, more specifically, has English changed over time and what reasons can we find for these changes? We will look at changes that have taken place in phonology, lexis, semantics, syntax, etc. and we will also learn about changes that are taking place today. Moreover, we will investigate both intra- and extralinguistic factors for language change.

Texts: Aitchison, Jean (2001). *Language Change: Progress or Decay?* Cambridge: CUP.
McMahon, April, M.S. (1994). *Understanding Language Change*. Cambridge: CUP.

Scheinerwerb: regelmäßige Teilnahme, Referat, Klausur

History of English

Anne Buschkühl Blockseminar 2st.

This course will not be limited to a particular historical period of English, but rather trace the development of the language from its Indo-European origins through Old and Middle English to Early Modern English. Various linguistic aspects such as the characteristic phonology, grammar and lexicon of these periods as well as the historical and socio-cultural background relevant to changes affecting the English language will be considered. As a result you will gain a wider knowledge and deeper understanding of the historical shaping of English to its modern state.

This course is structured as a block seminar. The first meeting will take place on Friday, 19 October, 9.15-10.45. All following sessions are scheduled for Fridays:

- 23 November 2007, 9.00-17.30, Old English
- 7 December 2007, 9.00-17.30, Middle English
- 14 December 2007, 9.00-15.45, Early Modern English
- 25 January 2008, 9.30-12.30, Revision (Online-Session)
- 8 February 2008, 9.15-10.45, Final Exam

Possible alterations to the schedule can be discussed in the first session.

Registration: please send an e-mail to anne.buschkuehl@urz.uni-heidelberg.de.

Towards the end of the semester a one-day excursion to the Stiftsbibliothek St. Gallen will take place for anyone interested in visiting one of the oldest cloister libraries in the world, providing the rare opportunity of looking at a real Old English manuscript. More details will be made available at the beginning of the winter semester.

Texts: Brinton, Laurel J., and Arnovick, Leslie K. (2006). *The English Language. A Linguistic History*. Don Mills, Ont.: Oxford University Press.

Preparatory background reading: Brinton & Arnovick, 2006: "The Periods of English" (pp. 9-11), "Causes of Language Change" (pp. 56-62), and "The Indo-European Language Family and Proto-Indo-European" (Chapter 4, pp. 89-120).

Course Requirements: Regular attendance and active participation in class (1 LP), extensive reading and homework (2 LP), short oral presentation with handout (1 LP), and final exam (2 LP).

Proseminar II historische Sprachwissenschaft (Periode)

Bachelor-Modul	Studiengang/Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Einführung ins Altenglische

Dr. Hänßgen Freitag 11:15 - 12:45 113 2st.

Das Proseminar hat das Altenglische des 9.-11. Jahrhunderts zum Gegenstand, eine altgermanische Sprache, die sich grundlegend vom heutigen Englisch unterscheidet und innerhalb eines Semesters nur mit großem Interesse und Fleiß zu erlernen ist. Neben der Übersetzung einfacher altenglischer Texte sollen ausgewählte Probleme der Sprachgeschichte an Hand des Altenglischen exemplarisch behandelt werden. Der Stoff soll von den Teilnehmenden zunächst häuslich erarbeitet und dann in den Seminarsitzungen erörtert und vertieft werden.

Texte: Unser Kursbuch: Weimann, Klaus. 1995. *Einführung ins Altenglische*. Uni-Taschenbücher, 1210. 3. Aufl., Heidelberg; Wiesbaden: Quelle & Meyer.

Zur Vorbereitung empfohlen: Baugh, Albert C. and Thomas Cable. 2002. *A History of the English Language*. 5th ed., London: Routledge. 18-107.

Scheinerwerb: Regelmäßige Anwesenheit und Mitarbeit (1 LP), Vor-/Nachbereitung (2 LP), Übersetzungshausaufgabe/Referat (1 LP), Abschlussklausur (2 LP).

Einführung ins Mittelenglische

Priv.-Doz. Dr. Insley Dienstag 14:15 - 15:45 110 2st.

Das Proseminar hat das Spätmittelenglische der Zeit um 1400 zum Gegenstand. Gleichzeitig wird ein geschichtlicher Überblick über die Entwicklung des Englischen zwischen ca. 1100 und ca. 1450 gegeben, wobei die wichtigsten Entwicklungen in den Bereichen Phonologie, Morphologie, Wortschatz und Syntax behandelt werden. Regionale Varietäten werden anhand von Textbeispielen exemplarisch dargestellt. Die historischen Faktoren, die die Geschichte des Mittelenglischen beeinflussten, werden gebührend berücksichtigt. Als Textgrundlage dient der Prolog zu Chaucers *Canterbury Tales*, der ins Deutsche übersetzt und sprachlich analysiert wird.

Teilnahmevoraussetzungen: ZP, sprachwiss. PS I. Anmeldung per email: john.insley@as.uni-

Texte: W. Sauer, Die Aussprache des Chaucer-Englischen. Ein Übungsbuch auf der Grundlage des Prologs der Canterbury Tales (Heidelberg: Winter, 1998). Zur vorbereitenden Lektüre wird empfohlen: A.C. Baugh/T. Cable, *A History of the English Language*, 5th Ed. (London, 2002).

Scheinerwerb: Ein benoteter Schein wird auf der Grundlage der Mitarbeit, eines Referats und einer Abschlussklausur vergeben.

Proseminar II moderne Sprachwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Studierende im Lehramts- oder Magisterstudiengang können hier einen **Proseminar I Sprachwissenschaft** Schein erwerben.

Classics in Generative Grammar III: Language and Responsibility

Dr. Schiffmann Freitag 14:15 - 15:45 114 2st.

After studying the two “founding” classics in generative grammar, *Syntactic Structures* (1957) and *Aspects of the Theory of Syntax* (1965), I now want to move on another 11 years to Chomsky’s book *Language and Responsibility*. In a unique blend, it contains Chomsky’s views on a wide range of topics, including politics, linguistics and the humanities, the philosophy of language, philosophy in general – and of course the development of generative grammar from its beginnings in the late 1940s up to January 1976, which is when Chomsky’s conversations with the late French linguist Mitsou Ronat on which this book is based took place. After subjecting students to a lot of bumpy terrain in the two previous seminars, this time I have decided to opt for a book that offers the material in a very accessible discussion format. Even though we will be covering the development of Chomsky’s linguistic theories in quite some depth, the focus of this seminar will also be on how linguistics fits into the humanities as well into human life more generally.

Application by e-mail to mikschiff@t-online.de or, at the latest, appearance at the first seminar session.

Texts: Noam Chomsky, *On Language. Chomsky’s Classic Works Language and Responsibility and Reflections on Language in One Volume*, The New Press, New York 1998, € 18,50.

Course Requirements: Active Participation, presentation, term paper.

Regional and social varieties of English worldwide

Dr. Nesselhauf Dienstag 14:15 - 15:45 333 2st.

An overview of the many different varieties of English used around the globe by necessity has to be selective. In order to achieve both a sufficiently broad and in-depth coverage, in this seminar we are going to discuss a number of varieties from all continents, both native and non-native varieties, well-known and lesser-known ones (including the variety of spoken on the Atlantic island Tristan da Cunha), varieties structurally close to standard British and American English and those far removed from them (such as Nigerian pidgin). A number of theoretical and methodological issues will also be addressed, such as models of World Englishes, theories of the emergence of colonial varieties, and the empirical investigation of language varieties. Students will be expected to carry out their own corpus-based research and should therefore be willing to get acquainted with corpus software.

To register for the course as well as for a presentation topic, please sign up on the list outside office 232.

Texts: Introductory reading (voluntary): Crystal, David (2003). *English as a Global Language*. Cambridge: CUP.

Course Requirements: Regular attendance (1LP), course preparation (2 LP), oral presentation (1 LP), and seminar paper (in English; deadline 15 March; 2 LP).

Languages of New Zealand

Dr. Biewer Dienstag 14:15 - 15:45 122 2st.

In 2001 an Australian journalist complained that he was unable to read a New Zealand newspaper without using a dictionary. He couldn't understand the many words borrowed from Maori, the language of the indigenous people. It was also reported that British tourists during their stay in New Zealand had been given pens instead of pins. In the Kiwi accent these words are homophones. These anecdotes demonstrate that New Zealand English has developed characteristic traits of its own – not only concerning accent and the lexicon but also in its semantics, morphology and grammar.

But more than just one language is spoken in New Zealand. The indigenous population, the Maori, have created their own variety of English ("Hey Bro, time to broom the room, eh?"). They have also put an enormous effort into the preservall of their mother-tongue. And there are many immigrants in New Zealand from the South Pacific and Asia who struggle with problems of identity and language shift and show a special kind of language variation in their communities.

In this course we will deal with the origins and the development of the characteristic features of these languages of New Zealand with a special focus on aspects of language politics and language maintenance in immigrant communities.

To register, please put your name on the list outside office 232.

Texts: Bell, Allan and Koenraad Kuiper (eds.). 2000. *New Zealand English*. Amsterdam and Philadelphia: John Benjamins.

Proseminare

Bell, Allan and Donna Starks (eds). 2005. *Languages of New Zealand*. Wellington: Victoria University Press.

Course Requirements: regular and active participation (1 LP), oral report (1 LP), homework / assignment (2 LP), term paper (2 LP)

English in the South Pacific

Dr. Biewer Dienstag 09:15 - 10:45 116 2st.

In Fiji people are not picked up from the bus stop, they are picked. If you want to get up in the morning you on the alarm, you do not switch it on. If you are going to a village, you will have to bring a sulu if you are a woman; you might be fined if you appear in trousers. And if the locals invite you to a kava session, do not drink too much if it is your first time! English in Fiji – as well as in other islands of the South Pacific – differs from British or American English not only in the use of some specific lexico-grammatical items and words borrowed from the local native languages. The accent and the syntax also reveal striking differences.

In this course we will look at the origins and the development of characteristic features of the different varieties of English in the South Pacific, particularly of English in Fiji, Samoa and the Cook Islands. We will investigate the similarities and differences of these varieties of English with a special focus on the influence of the local native languages and Australian or New Zealand English. To understand the special situation in the South Pacific be prepared to embark on a journey into Polynesian and Melanesian culture and colonial history!
To register, please put your name on the list outside office 232.

Texts: Lynch, John and France Mugler. 1999. "English in the South Pacific." On-line publication http://www.vanuatu.usp.ac.fj/paclangunit/English_South_Pacific.htm, 11.02.2005, 1-25.
Mugler, France & Jan Tent. 2004. "Fiji English: Phonology." In: *A Handbook of Varieties of English*, Schneider, Edgar, B. Kortmann et al. (eds.), vol. I, Berlin: Mouton de Gruyter, 750-779.
Mugler, France & Jan Tent. 2004. "Fiji English: Morphology and Syntax." In: *A Handbook of Varieties of English*, Schneider, Edgar, B. Kortmann et al. (eds.), vol. II, Berlin: Mouton de Gruyter, 770-779.

Course Requirements: regular and active participation (1 LP), oral report (1 LP), homework / assignment (2 LP), term paper (2 LP)

Proseminar I Literaturwissenschaft

Bachelor-Modul	Studiengang/Semester
Literary Core Studies	25% LW, 50% oder 75% 2.-3. Semester

5.5 Leistungspunkte

Crossing the Line: Fictions of Passing in the African-American Novel of the Early 20th Century

Stefanie Schäfer Dienstag 11:15 - 12:45 AS 112 2st.

“The problem of the 20th century is the color line.” (W.E.B. Du Bois, 1903)

This course will take a closer look at the meaning Du Bois' early statement gained in the first half of the 20th century. We will discuss the concept of passing the lines of racial demarcation in cultural and historical aspects, ranging from socio-political via aesthetic to geographic issues, through the lens of three critically acclaimed novels.

The discussion of Nella Larsen's *Passing* (1929, a founding text of the narrative of African American passing), will entail a glance at the lustrous literary scene of the Harlem Renaissance; Richard Wright's *Native Son* (1940) depicts the struggle for survival with a socialist tinge during the crisis-afflicted 1930s; Ralph Ellison's *Invisible Man* (1952), the literary masterpiece, relates the racial stigma to the very essence of existence, to remaining (un)seen.

Apart from analysing the texts on a narratological basis, we will take into account issues of racism in the literary industry and consider the aesthetics and theory of black arts in order to assess how these three novels foreshadowed the race riots and the Civil Rights Movement of the 2nd half of the 20th century.

Texts: Nella Larsen: *Passing* (1929), Penguin Edition.
Richard Wright: *Native Son* (1940).
Ralph Ellison: *Invisible Man* (1952), Penguin Edition.

Course Requirements: Students are required to give an oral presentation (1 LP), hand in a short homework assignment and a 10-12 page term paper (2 LP), and participate actively and regularly (1 LP) in discussion (V/N: 1,5 LP). Class will be held in English.

Please read *Passing* by the beginning of the semester.

Romantic Poetry - Byron, Keats and Shelley

Dr. Grundmann Dienstag 16:15 - 17:45 116 2st.

The so-called second generation of British Romantic Poets is represented by highly original and eccentric individuals: George Gordon, Lord Byron, the aristocrat who had been driven out of England by scandal and who gained the reputation of a Don Juan and a Childe Harold (protagonists of two of his epic poems) until his untimely death at Missolonghi, which forever enshrined him as a freedom fighter. Then, John Keats, the rather poor and badly educated physician, whose poetry is yet brimming over with a sensuous apprehension of beauty and who also died an early death in Rome at the age of 24 from tuberculosis. Finally, Percy Bysshe Shelley, a member of the aristocracy again, but vehemently rejecting the values of his own class while writing highly inflammatory political poetry as well as idealistic and philosophical works, until his premature death by drowning in Italy.

Proseminare

We shall read the poems, essays and letters of these poets against the backdrop of an age of political, aesthetic and psychological revolutions.

Please register with: Grundmann@uni-heidelberg.de

Texts: All texts will be provided in a folder towards the beginning of the term.

Scheinerwerb: Regelmäßige Teilnahme (1 Credit), Vor und Nachbereitung (1,5 Credits), Referat (1 Credit), Hausarbeit (2 Credits)

Alma Matters: English Campus Novels

Dr. Hirsch Montag 11:15 - 12:45 114 2st.

In focussing on three classic English campus novels, namely Kingsley Amis's *Lucky Jim* (1954), Malcolm Bradbury's *The History Man* (1975) and David Lodge's *Nice Work* (1988), this seminar aims at exploring the defining qualities and changing nature of the genre. In doing so, we shall apply some crucial categories and methods of prose analysis in general and assess the value of various critical approaches.

Texts: Kingsley Amis, *Lucky Jim*. (Penguin Classics). Malcolm Bradbury, *The History Man* (Picador). David Lodge, *Nice Work*. (Penguin).

Further reading: Martin Goch, *Der englische Universitätsroman nach 1945: "Welcome to Bradbury Lodge"*. Trier, 1992. Elaine Showalter, *Faculty Towers: The Academic Novel and Its Discontents*. Oxford, 2005.

Course Requirements: Regular attendance & active participation in class (1 LP), individual preparation (1,5 LP), oral presentation (1 LP) and final essay (2 LP).

Utopische Literatur

Irina Bauder-Begerow Mittwoch 11:15 - 12:45 114 2st.

Utopische Erzähltexte beschreiben in der Nachfolge von Thomas Morus' *Utopia* (1516) fiktive ideale Welten. Die Dystopie oder Anti-Utopie vermittelt hingegen kritische und warnende Gegenentwürfe zum zeitgenössischen Entstehungskontext. Im Seminar werden wir mit politischen, ökologischen und feministischen Texten einzelne Subgattungen kennen lernen, Raum- und Zeitutopien voneinander unterscheiden sowie die Gattung in ihrer Entwicklung beleuchten. Gleichzeitig werden wir die einzelnen utopischen Romane in ihren zeitgenössischen kulturhistorischen Kontext stellen. Anhand der Diskussion von zwei Romanen werden wir den Umgang mit literaturwissenschaftlichen Begriffen und Analysemethoden einüben und vertiefen. Weitere utopische Texte werden in Ausschnitten vorgestellt.

Texts: Margaret Atwood, *Handmaid's Tale* (1986); William Morris, *News From Nowhere* (1891)

Scheinerwerb: Regelmäßige Teilnahme und aktive Mitarbeit am Seminargespräch (1 LP), Teampräsentation (1 LP), Lektüre der Primärtexte und ein schriftliches *assignment* (1,5 LP), Hausarbeit von 12 Seiten (2 LP).

Emily Dickinson and Walt Whitman

Philip Bracher Donnerstag 11:15 - 12:45 115 2st.

This course will introduce you to the works of Emily Dickinson and Walt Whitman, two of the most important North American poets in the 19th century. Both broke with literary and social conventions of their times, and both were more or less ignored by the reading public during their lifetime. Despite these similarities, their poetry reveals quite different beliefs, personalities and aesthetics, all of which we will attempt to explore.

We will do so by close reading selected poetry. The double perspective on both Whitman and Dickinson will enable us to cover fundamentally different angles of key events in the 19th-century United States like the Civil War, developing technology, changing notions of science and religion, and women's rights movements. Moreover, we will work with recently created websites such as the Dickinson Electronic Archives and the Whitman Hypertext Archive to explore the publishing history of selected poems.

This class is designed as a first introduction to poetry and will attempt to deepen your understanding and enjoyment of poetic language.

Texts: Dickinson's and Whitman's poetry has been published in numerous editions, so please make sure to buy the editions of *The Complete Poems* by Johnson and Murphy respectively. A reader with additional material will be made available online at moodle.

Dickinson, Emily. *The Complete Poems*. Ed. by Thomas H. Johnson. Back Bay Book, 1976.

Whitman, Walt. *The Complete Poems*. Edited by Francis Murphy. Penguin Classics, 1990.

Course Requirements: Regular attendance, active (!) class participation, presentation, and a 10-12 page term paper.

Please register during my office hours or by email at bracher@urz.uni-hd.de.

Ernest Hemingway: Short Stories

Dr. Hertel Donnerstag 09:15 - 10:45 113 2st.

Intended as an introduction to the analysis of fiction, this course will deal with the early short stories of Ernest Hemingway (1899-1961). We shall start with the semi-autobiographical stories of initiation, the so-called 'Nick-Adams-Stories', and carry on to some of his most popular stories of the 1930s. In a close reading of the texts the course will try to shed some light on the question of Hemingway's favoured topics, his use of language and the revolutionary prose style, which also influenced a number of German writers after the cultural breakdown of WWII.

Please register personally or by email (Kirsten.Hertel@as.uni-heidelberg.de)

Proseminare

Texts: We will work with the following edition: E. Hemingway, *The First Forty-Nine Stories*, Arrow Books, repr. 1993 or published by Simon & Schuster Inc., 1995. Participants should have read all 49 stories by the beginning of the summer term.

Course Requirements: Regular attendance and active participation in class (1LP), oral presentation (1LP), preparation (1,5 LP), and written term paper (2LP).

Introduction to Drama: Tennessee Williams

Dr. Hänßgen Dienstag 11:15 - 12:45 116 2st.

This course focusses on two canonical plays by the great Southern dramatist Tennessee Williams (1911-1983): *The Glass Menagerie* (1944) and *A Streetcar Named Desire* (1947). In them, Williams uses autobiographical elements to depict outsiders lost in nostalgia and haunted by loneliness, a breakdown in communication and the destruction of life lies.

We will explore biographical and historical contexts of the plays and analyse their plot, characters, and dramatic technique. Here, we will study Williams's break with realistic theatre conventions, his concept of a "plastic theatre" and his creation of "memory plays".

Texts: Please purchase (and read the two plays in) this edition: Williams, Tennessee. *A Streetcar Named Desire and Other Plays*. Penguin Modern Classics. Rpt., London: Penguin, 2000.

Course Requirements: Students must have read the texts before the beginning of term. Further requirements: regular attendance and active participation (1 CP), reading assignments (1,5 CP), presentation (15 min.; 1 CP), term paper (10-12 p.; 2 CP).

Proseminar II Literaturwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Literature	25% Literaturwissenschaft 4.-5. Semester
Intermediate Seminar Linguistics and Literature	50% Wahlpflichtmodul 4.-6. Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Shakespeare and His Time: The Elizabethan Age

Caroline Lusin Mittwoch 11:15 - 12:45 113 2st.

“[When the mourners] beheld her statue lying upon the coffin, there was such a general sighing, groaning and weeping as the like hath not been seen or known in the memory of man”: This is how an eye-witness described the funeral of Elizabeth I, one of the most popular and charismatic European sovereigns, on 28 April 1603. With hindsight, this hyperbolic expression of grief does not seem astounding. Having consolidated her power as a woman in a man’s world, Elizabeth succeeded in finally establishing peace after tedious internal turmoil – and during her reign, the arts flourished.

In this course, we shall consider the history, culture and literature of an age which still holds a great fascination for historians, scholars and the general public today. Literary texts will include sonnets by Sidney, Spenser and Shakespeare, excerpts from Marlowe and Spenser as well as Shakespeare’s *Hamlet* and *Richard III*. Besides, we will address various cultural topics crucial to the Elizabethan age, such as the reign of the Tudors, the Elizabethan worldview, the conventions of the Elizabethan stage and numerous other aspects of life at that time. Above all, we shall have a closer look at the nature and origins of the “Cult of Elizabeth”, i.e. the glorification of Elizabeth I by historiographers, composers, painters and poets.

Please register per e-mail: Caroline.Lusin@urz.uni-heidelberg.de

Texts: The Oxford Shakespeare. *Hamlet*. Ed. G.R. Hibbard. Oxford: Oxford UP, 1998. ISBN-10: 0-19-283416-9.

The Oxford Shakespeare. Richard III. Ed. John Jowett. Oxford: Oxford UP, 2001. ISBN-10: 0-19-283993-4.

Zur Einführung empfohlen: Suerbaum, Ulrich: *Das elisabethanische Zeitalter*. Stuttgart: Reclam, 2003. ISBN: 3-15-008622-1.

Course Requirements: regular attendance (1 LP), regular homework assignments (2 LP), one oral presentation (1 LP), one term paper of 10-12 pages (2 LP).

J.B. Priestley: Dramatist, Novelist, Essayist and Social Critic

Dr. Hertel Donnerstag 16:15 - 17:45 113 2st.

“J.B. Priestley is one of our literary icons of the 20th Century and it is time that we all became re-acquainted with his genius” (Judi Dench).

John Boynton Priestley (1894-1984) was a prolific novelist, playwright, essayist, radio broadcaster and critic. Apart from his early popularity in the UK, he was even among the most enthusiastically received dramatists in early post-war Germany and his timeless play *An Inspector Calls* is still to be found on many school syllabuses. Now, more than 20 years after his death in 1984, Britain is witnessing a gradual rediscovery of Priestley, as, for example, the sixtieth anniversary edition of his novel *Bright Day* in the series ‘Rediscovering Priestley’ shows. In the course of this semester we will get acquainted with Priestley in four different genres: drama, essay, radio broadcast and the

novel. We will first of all look at three of his plays: *Time and the Conways* (1937), *I Have Been Here Before* (1937) and *An Inspector Calls* (1946). In these plays, we get Priestley at his best in terms of his 'time theories', his didacticism and his social conscience. Next on the agenda will be the so-called *Postscripts*, a series of radio broadcasts Priestley did for the BBC during the war crisis in 1940, in which he addressed the English nation every Sunday evening with his very personal opinions on the political and social issues of the time. And, last but not least, we will round the semester off with a close reading of *Bright Day*, a novel of loss and pain, promise and hope with "a message that still resonates with our own troubled and changing times" (*Bright Day*, 2006). Please register personally or by email (Kirsten.Hertel@as.uni-heidelberg.de)

Texts: Participants are asked to have read the following texts by the beginning of the winter term:

- *Time and the Conways, I Have Been Here Before* and *An Inspector Calls* in: J.B. Priestley, *An Inspector Calls and Other Plays*. Harmondsworth: Penguin Books, 2001.
- *Postscripts*. London: Heinemann, 1940. (Since this book is not in print any more, a photocopy of the texts will be placed in the Handapparat by the end of September)
- *Bright Day*. Rediscovering Priestley. Ilkley: Great Northern Books, 2006.

Course Requirements: Course requirements: Regular attendance and active participation in class (1LP), oral presentation (1LP), preparation (2 LP), and written term paper (2LP).

Verbrechen und Strafe: Eine Einführung in die Detektiv-/Kriminalliteratur

Dr. Hauser Donnerstag 16:15 - 17:45 122 2st.

Der Krimi gehört zu den meist gelesenen Genres überhaupt. Höchste Zeit also, sich einmal damit zu befassen. Was macht seine Faszination aus und wie ist ein Krimi aufgebaut? Gibt es einen Unterschied zwischen einem Kriminal- und einem Detektivroman? Inwiefern unterscheidet sich ein Thriller von einem Krimi? Und was genau ist eigentlich ein Krimi der so genannten 'Schwarzen Serie'?

Diesen und anderen Fragen wollen wir in unserem Seminar nachgehen; dabei sollen neben typischen Genrevertretern wie Sherlock Holmes und Father Brown auch 'literarische' Kriminal- bzw. Detektivverzahlungen behandelt werden, wie z. B. der Prototyp der klassischen Detektivverählung, E. A. Poes „The Murders in the Rue Morgue“. Zu Beginn des Seminars werden von Dashiell Hammett *The Maltese Falcon*, von James M. Cain *The Postman Always Rings Twice* und von Patricia Highsmith *The Talented Mr. Ripley* als gelesen vorausgesetzt. Weitere Seminartexte (vornehmlich Kurzgeschichten) werden zu Beginn des Seminars bekannt gegeben. Vorschläge für die Leseliste und Anmeldungen bitte per e-mail an: Erik.Hauser@urz.uni-heidelberg.de

Texte: Als vorbereitende theoretische Lektüre empfohlen: Jochen Vogt, Hrsg.: *Der Kriminalroman. Poetik. Theorie. Geschichte*. München: Fink, 1998.

Scheinerwerb: Regelmäßige Teilnahme (1 LP), Vorbereitung bzw. Gestaltung einer Stunde (inklusive Referat) (3LP), schriftliche Hausarbeit (2 LP).

Lonely Crowd: Riesman and DeLillo

Dr. Jakubzik Mittwoch 14:15 - 15:45 116 2st.

This is a seminar on depictions of crowds in American literature, especially—but not exclusively—in Don DeLillo's novel *Mao II* (1991).

David Riesman's influential and bestselling sociological study on *The Lonely Crowd* (1950) will serve as our introduction to the relation of the crowd to (the American) identity.

Selected chapters of Mary Esteve's study on *The aesthetics and politics of the crowd in American literature* (2003) will provide methods and examples of how to examine and classify literary imaginations of crowds; we will trace the traditions and developments of crowd representation in American literature up to 1930.

Last but not least, we will read *Mao II* and try to place it in the context of sociological and literary trends and theories of the crowd.

Please register by email: heiko.jakubzik@as.uni-heidelberg.de.

Texts: Don DeLillo. *Mao II*. New York: Scribner, 1991. Mary Esteve. *The aesthetics and politics of the crowd in American literature*. Cambridge: Cambridge U. Press, 2003. David Riesman, Reuel Denney and Nathan Glazer. *The Lonely Crowd*. New Haven: Yale University Press, 1950.

Course Requirements: Constant participation (1 credit point), a presentation (1 credit point), regular reading assignments (2 credit points), and a 12-15 page term paper (2 credit points).

Cormac McCarthy

Philip Bracher Donnerstag 16:15 - 17:45 110 2st.

A recipient of the 2007 Pulitzer Prize, Cormac McCarthy has stepped out of shadows of literary obscurity and established himself as one of the major American novelists of the recent past. Only ten years earlier, the internationally acclaimed novelist had been called the “best unknown” writer in America by critics. Now, McCarthy has firmly established a devoted readership and draws comparison to writers such as Herman Melville and William Faulkner. One reason for this delayed reception may lie in McCarthy's prose, which is not for the faint-hearted: murder, incest, and violence are among his preferred subject matter, and his literary landscapes have been likened to paintings of Hieronymus Bosch. His writing style, however, stands in sharp contrast to his bleak world view, because it expresses a deep sense of beauty and the hope for regeneration.

As the author of ten books, McCarthy has written in the Southern gothic, western, and post-apocalyptic genres. This course will trace the development of McCarthy's writing career from its unfolding to recent representations. We will begin with *Outer Dark* (1968), a book steeped in the tradition of Southern writing, then deal with *Blood Meridian* (1985), McCarthy's first western, and eventually turn to *The Crossing* (1994), the second installment of the *Border Trilogy*. Also on the

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reading list will be his latest work *The Road* (2006), a post-apocalyptic narrative of a journey among the ruins of civilization. Moreover, we will screen a variety of movies that McCarthy has scripted, such as *No Country for Old Men*, which was recently directed by the Coen brothers.

Please register during my office hours or by email at bracher@urz.uni-hd.de.

Texts: Cormac McCarthy. *Outer Dark*. Vintage Books, 1993. Cormac McCarthy. *Blood Meridian*. MacMillan, 2007. Cormac McCarthy. *The Crossing*. Vintage Books, 1995. Cormac McCarthy. *The Road*. Vintage Books, 2007.

Course Requirements: Regular attendance, active (!) class participation, summary papers, and a 12-15 page term paper.

Ethnicity and “Race” in U.S. Crime Fiction

Dr. Fischer-Hornung Freitag 09:15 - 11:30 116 2st.

During the last two decades, detective fiction has emerged as a literary field worthy of academic attention. Ethnic detective novels have by now become an accepted subgenre. In ethnic detective fiction the importance of the detective’s community of origin often supersedes the traditional loneliness of the detective. Sometimes the “ethnic plot,” frequently dealing with aspects of the traditional way of life of the community from which the detective derives, also seems to diminish the importance of the detective plot. Furthermore, ethnic detective novels address issues of personal and social identity that reflect the importance of the ethnic community for the particular detective. The intensity of the detective’s negotiation of his or her ethnic identity tends to directly correlate with the distance that the detective’s particular ethnic group has from “mainstream” society.

This class will end on Friday, Dec. 21, i.e., before the semester has been completed. We will, therefore, meet for 3-hour sessions (9:15–11:30); students will receive the usual 2-credit-hour Schein.

Texts: Mosley, Walter: *Devil in a Blue Dress* (1990).
Neely, Barbara: *Blanche among the Talented Tenth* (1994).
Nava, Michael: *The Burning Plain* (1998).
Garcia-Aguilera, Carolina: *Bloody Secrets* (1998).
Hillerman, Tony: *The Shape Shifters* (2006).
Everett, Parcival: *Watershed* (1996).

Course Requirements: regular attendance and active participation (1 LP), reading and preparation (2 LP), short presentation and handout (1 LP), research paper (2 LP)

Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Lehramts- und Magisterstudierende können hier einen Landeskundeschein erwerben.

Bachelor-Modul	Studiengang/Semester
Cultural Core Studies	50% oder 75% 2.-3. Semester

5.5 Leistungspunkte

Crossing the Line: Fictions of Passing in the African-American Novel of the Early 20th Century

Stefanie Schäfer Dienstag 11:15 - 12:45 AS 112 2st.

See description on page 21.

British Institutions – A History 1837-1990

Michael Shiels Dienstag 09:15 - 10:45 114 2st.

This course takes up the story of Britain after the defeat of Napoleon and the Congress of Vienna. It aims to narrate the political, economic, structural and cultural transformations brought about by Victorian imperialism, two world wars and a new global and European order. In the course of the story, we will focus on a limited (and therefore biased) selection of events, ideas and persons in order to understand their particular contribution to the greater historical overview.

Texts: Background material will be distributed in the course sessions

Course Requirements: Regular attendance and participation (1 LP), an oral presentation plus handout (2 LP), study of materials distributed (0.5 LP) and an essay (2 LP) – in English, of course!

Britain under Blair

Dr. Hirsch Donnerstag 14:15 - 15:45 113 2st.

Regarded by many observers as the British equivalent to the then enormously popular Bill Clinton, Tony Blair in 1997 not only became the first Labour Prime Minister for almost two decades, but also managed to secure his party a landslide victory. Ten years later, having fallen out of favour with the general public, Blair had to quit and make way for Gordon Brown. While it remains to be seen whether the change of personalities also marks a departure in policies, this course uses Blair's resignation as an opportunity to evaluate the achievements of New Labour during the last decade, examine to which extent the UK has changed and see what is left of the 'Cool Britannia' promised back in the 1990s.

Texts: Gwen Bristow, *Britain under Blair*. Heidelberg, 2003. Steve Ludlam / Martin J Smith, *Governing as New Labour: Policy and Politics under Blair*. London, 2003.
<http://www.cerium.ca/article944.html>.

Course Requirements: Regular attendance & active participation in class (1 LP), individual preparation (1,5 LP), oral presentation (1 LP) and final essay (2 LP).

Cinema and Society: All at Sea – the Maritime Tradition

Michael Shiels Dienstag 11:15 - 12:45 114 2st.

This course is in two parts: Introduction and Screening (Monday, 19.00) and Discussion and Analysis (Tuesday, 11.15).

“It is upon the Navy, under the Providence of God, that the safety, honour and welfare of this realm do chiefly attend.” (Charles II 1630-1685). It is not surprising that a nation completely surrounded by water should develop into a maritime power, but in Britain’s case, dominion over the seven seas won her a mighty territorial and commercial empire, where British merchant ships plied their trade protected by the cannons of the Royal Navy. Winston Churchill, 1st Lord of the Admiralty 1911-1915, expressed a less glorious view of the Senior Service: “Rum, bum and the lash!” And let’s not forget the pirates and privateers: romantic rogues of popular legend, outcasts and cutthroats in reality. Writers such as R.L. Stevenson, C.S. Forester, William Golding and Patrick O’Brian have defined and refined the literary tradition of maritime narrative. The cinema, too, has set sail on a myriad voyages of adventure and allegory. The movies we shall be studying this Semester will include “Mutiny on the Bounty”, “Billy Budd”, “Pirates of the Caribbean” and “Master and Commander”.

Texts: Background material will be distributed before the screening on Monday evening and in the session on Tuesday morning.

Course Requirements: Attendance at the Monday evening screening, an oral presentation plus handout, and an essay – in English, of course!

From Crisis to Celtic Tiger. Ireland at the End of the Twentieth Century.

Derek O'Brien Donnerstag 11:15 - 12:45 122 2st.

The last two decades of the 20th century were ones of starkly contrasting fortunes for Ireland. This course will deal with the political, religious, social and economic upheavals of this period. The Eighties were a decade of doom and gloom, the country rocked by one controversial referendum after another, an era of high unemployment and emigration. The mid-Nineties brought unheard of economic growth, political scandal, immigration, and revealed a latent racist element in Irish society. With prosperity also came a new sense of self awareness and identity, which was reflected in the changing relations with Great Britain and Northern Ireland. We will also examine how Irish culture was expressed through literature, language, music, and sport in this period.

Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Texts: Barry, Ursula (1986). *Lifting the Lid. Handbook of facts and information on Ireland*. Dublin: Attic Press. Breffny, Brian de (ed.) (1977). *The Irish World. The history and cultural achievements of the Irish people*. London: Thames and Hudson.
Ferriter, Diarmaid (2004). *The Transformation of Ireland. 1900-2000*. London: Profile Books.
Hourihane, Ann Marie (2000). *She moves through the boom*. Dublin: Sitric Books.
Hussey, Gemma (1993). *Ireland Today. Anatomy of a Changing State*. Dublin: Townhouse / Viking.
O hÉithir, Brendan (1987). *This is Ireland. Its People, Politics, History and Culture*. Dublin: The O'Brien Press.
O'Toole, Fintan (1999). *The Irish Times Book of the Century*. Dublin: Gill and Macmillan.

Scheinerwerb: regelmäßige Teilnahme (1 LP), Vor-/Nachbereitung (1,5 LP), Kurzreferat (1 LP), Hausarbeit (2 LP)

Proseminar I Kulturwissenschaft (theoretisch)

Bachelor-Modul	Studiengang/SemesterTable of Contents
Cultural Core Studies	25% Kulturwissenschaft, 50% oder 75% 2.-3. Semester

5.5 Leistungspunkte

Intercultural Communication

Dorothea Halbe Dienstag 14:15 - 15:45 108 2st.

Today we come in contact with people from different cultures almost daily. So questions of how to behave and what other people's behaviour means are a common problem.

Communication of people from different cultural backgrounds (even within the same culture) can differ significantly, e.g. utterances can have different meanings and communicative strategies can vary. What is seen as positive in one culture may be seen as negative in another. This can lead to misunderstandings – or (after a while) to adaptation. The latter requires understanding the differences in the communicative strategies. In this seminar we will look at theories of intercultural communication and how communicative styles differ with respect to e.g. politeness, power, gender and body language.

Texts: Gudykunst, William B. (ed) (2005): *Theorizing About Intercultural Communication*. Thousand Oaks: Sage Publications.

Scheinerwerb: Regelmäßige Teilnahme, Referat, Hausarbeit

Politics of Representation

Dr. Herbrechter Mittwoch 14:15 - 15:45 113 2st.

The notion of representation, as used in cultural theory, following Stuart Hall, has been of crucial importance in the development of cultural studies. It helped articulate the level at which cultural change and conflict is accepted, negotiated or rejected, namely at the level of signification. Culture has since been understood as the 'sum of signifying practices' of a given cultural community, or, put more simply, culture is what 'makes sense' to cultural subjects. Consequently, it is the way 'truth', 'reality' and 'community' are represented to and by cultural subjects which have become the main focus of cultural analysis. The political aspect of these representations becomes obvious in the ways in which cultural subjects are, on the one hand, 'positioned' (e.g. I speak as a 'mother', a 'cultural analyst' etc.), and, on the other hand, already represented within signifying practices (this is what being a 'mother', 'cultural analyst' etc. 'means'), like speech, writing, images, films, music etc. This course addresses this ambiguity of the subject as both position (point of articulation) and representation (or process of identification) – as both active and passive – and evaluates possibilities of both control and empowerment. This course provides a critical study of the political character of cultural representation and an extended exercise in cultural analysis. The module presents students with a range of selected topics, texts and practices in order to examine the historically changing relationship between social structures and cultural identities.

Texts: Badmington, Neil, ed. (2000) *Posthumanism*, London: Palgrave. Hall, Stuart, ed. (1997) *Representation Cultural Representations and Signifying Practices*, Milton Keynes: Open University Press. Woodward, Kathryn, ed. (1997) *Identity and Difference*, Milton Keynes: Open University Press.

Scheinerwerb: regelmäßige Teilnahme (1 LP), Vor- und Nachbereitung (1,5 LP), Kurzreferat mit Handout (1 LP), Seminararbeit von 2500 Wörtern (2 LP)

Language and Gender

Dorothea Halbe Mittwoch 14:15 - 15:45 114 2st.

Do women and men speak differently? This is a common question that has been researched and discussed for decades and its ramifications (that women may be discriminated because of the way they speak) have been a feminist concern. Lately, research has started to move away from an oversimplification of the question and answers are becoming more and more differentiated and comprehensive. What role gender plays in the way people speak, when and how gender is salient and performed and how it plays together with other linguistic performances are topics we want to look at in this seminar.

Texts: Coates, Jennifer. 2004. *Women, Men and Language*. 3rd ed. Harlow: Longman.

Scheinerwerb: Regelmäßige Teilnahme, Referat, Hausarbeit.

Proseminar II Kulturwissenschaft/Landeskunde

Lehramts- und Magisterstudierende können in allen Veranstaltungen dieses Typs einen Landeskundeschein erwerben.

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Culture	25% KW 4.-5. Semester
Intermediate Seminar Linguistics and Culture	50% Wahlpflichtmodul 4.-6. Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Australian Literature and Culture in the Twentieth Century

Dr. Grundmann Dienstag 18:15 - 19:45 115 2st.

This course serves as an introduction to the literature and culture of Australia, focusing on twentieth century fiction, poetry and film. We shall explore the formation and constitution of Australian national identity, and examine the ways in which issues of gender, class, and race disrupt that identity. Apart from discussing the relationship between Australia and Britain and the impact of distance and isolation, we shall also focus on cultural politics as they have affected the aboriginal peoples of Australia. We shall read the Nobel laureate Patrick White's classic *Voss*, David Malouf's *Remembering Babylon*, short stories by Peter Carey as well as poems by Banjo Paterson ("Waltzing Matilda"), Henry Lawson and Kath Walker (Oodgeroo Noonuccal). We shall also watch films dealing with Australian national culture and the fate of the Aborigines, such as *Gallipoli*, *The Man from Snowy River* and *Rabbit-Proof Fence*.

Please register with Grundmann@uni-heidelberg.de.

Texts: Please purchase Patrick White, *Voss* (Vintage, 1994) and David Malouf *Remembering Babylon* (London, 1994). All other texts will be provided in a folder.

Scheinerwerb: Regelmäßige Teilnahme (1 Credit), Vor- und Nachbereitung (2 Credits), Referat (1 Credit), Hausarbeit (2 Credits)

Shakespeare and His Time: The Elizabethan Age

Caroline Lusin Mittwoch 11:15 - 12:45 113 2st.

Description see page 25.

Course Requirements: regular attendance (1 LP), regular homework assignments (2 LP), one oral presentation (1 LP), one written end of term exam (2 LP).

Literature & Film: Mary Shelley's *Frankenstein* - Text, Context, Adaptations

Dr. Hertel Dienstag 14:15 - 15:45 112 2st.

Mary Shelley's gothic novel *Frankenstein* is the groundbreaking work of a nineteen-year old writer who conceived the idea for her story of the 'mad scientist' on a rainy night on lake Geneva, in the company of a circle of literatae, among them Lord Byron and P.B. Shelley. One of the most interesting aspects of this novel is that it incorporates many different sources and influences - ranging from literary, scientific to socio-political and philosophical. This explains to some degree, why this course is situated at a point of intersection between 'Literatur-' and 'Kulturwissenschaft'.

We will start the semester off with a close reading of the novel against the background of the period of English Romanticism, before we will turn our attention to different film adaptations of Mary Shelley's material. After a short excursion into the world of film studies, film semiotics and the 'basic tools' for film analysis, we will venture on an analysis of each respective film version of *Frankenstein* chosen for this course. Among them will be *Mary Shelley's Frankenstein*, directed by Kenneth Branagh in 1994 as well as one of the first adaptations, the film called *Frankenstein. The Man Who Made a Monster*, directed by James Whale in 1931.

Please register personally or by email (Kirsten.Hertel@as.uni-heidelberg.de)

Texts: Participants are asked to have read the novel by the beginning of term in the following edition: Mary Shelley, *Frankenstein*. Penguin Classics. Harmondsworth: Penguin, 2003.

And for those who would like to prepare in advance for the aspects of film analysis and adaptation three books can be recommended: J. Monaco, *How to Read a Film* (2000), Korte, *Einführung in die systematische Filmanalyse* (2000/2004) & D. Cartmell & I. Whelehan, *Adaptations. From Text to Screen, Screen to Text* (1999).

Course Requirements: Regular attendance, active participation in class (1LP), oral presentation (1LP), preparation (2 LP), and written term paper (2LP).

The Tragic Mulatto Myth

Carolyn Burmedi Montag 11:15 - 12:45 110 2st.

In this course we will trace the development of the tragic mulatto archetype over the past 150 years. Starting with the origins of the myth in the short stories of Lydia Maria Child, we will seek to

define exactly what it is that makes a mulatto 'tragic.' We will then examine the evolution of myth in the films *Birth of a Nation*, *Imitation of Life*, *Show Boat*, *Pinky*, *A Soldier's Story* and *The Human Stain*. Finally we will discuss the transformation of the archetype into a staple of science fiction, particularly the *Star Trek* series.

Course Requirements: Regular and active participation (1 credit point), an oral report (1 credit point), regular reading assignments (2 credit points), and a 12-15 page term paper (2 credit points).

The American Effect: Global Perspectives on the USA

Dr. Fischer-Hornung E-learning seminar: 24 hours online 2st.

After World War II international conditions, such as the decolonialization of the British and French empires, promoted the expansion of America's cultural and ideological power. This seminar wants to explore some of the aspects of this expansion which could be called "The American Effect."

The varied responses provoked by the American effect, along with the different readings of its cultural forms which characterize its reception beyond national borders, raise questions about the often postulated homogenizing power of American culture at the beginning of the 21st century.

Today the limits of the American effect are apparent. In the postmodern world, localization has become an important answer to the American effect. Therefore the course will also discuss some aspects of the American effect against the background conditions of the countries the participating students in this online course live in. Topics for analysis will include arts, city/suburbia, themed environments, and sports.

Texts: We will use the ACS (American Culture Studies) e-learning platform for this course. Internet access required. Please note that this is a compact course. Students will receive full PS II Landeskunde/Cultural Studies credit.

Course Dates: October 15-December 20, 2007. Please contact Dr. Holtkamp by October 13: wolfgang.holtkamp@ilw.uni-stuttgart.de

Course Requirements: Regular online participation (1 LP), V/N: Homework assignments (1 LP), Referat: Internet participation in the forum (2 LP), Leistungsnachweis: Internet presentation (2 LP)

US Youth and Media Culture

Dr. Fischer-Hornung E-learning seminar: 24 hours online 2st.

The aim of this course is to familiarize students with youth culture in virtual media and in face-to-face interaction: Advertising (commercial and public benefit ads) and Youth Markets; Youth, Media, and the Internet; as well as Youth Groups and Hanging Out. We will concentrate on youth consumption and production of media; the development of media subcultures; and the impact of new media, especially in new formations of community and identity.

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As consumers of mainstream media, we will examine the impact media has on youth. Furthermore, students will be able to familiarize themselves with the course content as well as to develop skills in scholarly research using the Internet. In addition, students will have the opportunity to develop Internet presentation skills.

This is a 7-week crash course. Only students who are willing to invest the required time and effort for the duration of the course should register. Class starts on Monday, October 22, 2007, and ends on Friday, December 14, 2007. Email registration: dfh@uni-hd.de; registration deadline: Monday, October 8, 2007

Texts: All materials required for this class will be available 24/7 online via the university's e-learning platform.

Course Requirements: Completion of the assigned reading and research, participation in class discussions in the online forum, and the completion of a group Internet presentation.

Students will receive a full semester's 2-hour cultural studies credit (PS II Cultural Studies/LK).

Credit Points: regular online participation (1 LP), homework assignments (1 LP), internet participation in the forum (2 LP), internet presentation (2 LP)

Ethnicity, "Race," and Immigration in U.S. Society

Dr. Fischer-Hornung E-learning seminar: 24 hours online 2st.

The aim of this course is to familiarize students with the historical and contemporary role of "race," ethnicity, and immigration in the United States. Students will be introduced to theories of immigration: assimilation, pluralism, multiculturalism, and post-ethnicity. We will explore the situations of various specific ethnic and immigrant groups, analyze their past and current situations, and attempt to draw some conclusions about the present and future roles of "race" and ethnicity in the context of U.S. immigration.

Students will be able to familiarize themselves with the course content as well as to develop skills in scholarly research using the Internet. In addition, students will have the opportunity to develop Internet presentation skills.

This is a 7-week crash course. Only students who are willing to invest the required time and effort for the duration of the course should register.

Class starts on Monday, October 22, 2007, and ends on Friday, December 14, 2007.

Email registration: dfh@uni-hd.de; registration deadline: Monday, October 8, 2007

Texts: All materials required for this course will be available 24/7 online via the university's e-learning platform (MOODLE).

Course Requirements: Completion of the assigned reading and research, participation in class discussions in the online forum, and the completion of a group Internet presentation.

Credit Points: regular online participation (1 LP), homework assignments (1 LP), internet participation in the forum (2 LP), internet presentation (2 LP)

The African Diaspora in Film

Dr. Fischer-Hornung Donnerstag 09:15 - 11:30 110 2st.

What does film reveal about the historical and contemporary situations of African Americans, the history of slavery, and life in the (U.S.) diaspora? What impact does the fact of separation from the culture of origin in the diaspora have? How does the approach of commercial and independent filmmakers differ in respect to the culture of the African diaspora? To explore these issues, we will view and discuss the following mainstream and independent films. Since some of the films are based on fictional texts, we will read and discuss excerpts of the given novels,

Amistad (David Franzoni/Steven Spielberg, 1997)

Beloved (Toni Morrison, Akosua Busia, 1998)

The Color Purple (Alice Walker/Steven Spielberg, 1985)

Daughters of the Dust (Julia Dash, 1991)

Sankofa (Haili Germima, 1993)

Mississippi Masala (Soni Taraporevala/Mira Nair, 1991)

Much of the dialogue of *Daughters of the Dust* is in Gullah or “Geechee” (a creole spoken on the Georgia Sea Islands). Therefore, students will be expected to buy a Xerox copy of the film script, which will be made available to participants.

Course Requirements: This class will end on Thursday, Dec. 20, i.e., before the semester has been completed. We will, therefore, meet for 3-hour sessions (9:15–11:30); students will receive the usual 2-credit-hour Schein.

Credit points: regular attendance and active participation (1 LP), viewing and reading (2 LP), short presentation and handout (1 LP), final exam (2 LP)

Ethnicity and “Race” in U.S. Crime Fiction

Dr. Fischer-Hornung Freitag 09:15 - 11:30 116 2st.

During the last two decades, detective fiction has emerged as a literary field worthy of academic attention. Ethnic detective novels have by now become an accepted subgenre. In ethnic detective fiction the importance of the detective’s community of origin often supersedes the traditional loneliness of the detective. Sometimes the “ethnic plot,” frequently dealing with aspects of the traditional way of life of the community from which the detective derives, also seems to diminish the importance of the detective plot. Furthermore, ethnic detective novels address issues of personal

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and social identity that reflect the importance of the ethnic community for the particular detective. The intensity of the detective's negotiation of his or her ethnic identity tends to directly correlate with the distance that the detective's particular ethnic group has from "mainstream" society.

Texts: Mosley, Walter: *Devil in a Blue Dress* (1990)
Neely, Barbara: *Blanche among the Talented Tenth* (1994)
Nava, Michael: *The Burning Plain* (1998)
Garcia-Aguilera, Carolina: *Bloody Secrets* (1998)
Hillerman, Tony: *The Shape Shifters* (2006)
Everett, Parcival: *Watershed* (1996)

Course Requirements: This class will end on Friday, Dec. 21, i.e., before the semester has been completed. We will, therefore, meet for 3-hour sessions (9:15–11:30); students will receive the usual 2-credit-hour Schein.

Credit Points: regular attendance and active participation (1 LP), reading and preparation (2 LP), short presentation and handout (1 LP), research paper (2 LP)

Hauptseminare

Hauptseminare Sprachwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang (8 Leistungspunkte)

English Grammar: A Survey

Dr. Isermann Donnerstag 14:15 - 15:45 108 2st.

Since the appearance of the hugely influential *Comprehensive Grammar of the English Language* (1985), in student parlance, "that quirky thing" or, more respectfully, "The Right Honourable Grammar", knowledge about the grammar of English has not only been extended in breadth and depth, it has also been sifted and evaluated anew. In fact, the CGEL is older than it appears to be. Published in 1985, it was basically an extended and revised version of *A Grammar of Contemporary English* (1972) by the same authors, thus reflecting the basic linguistic framework of the 60s. A substantial amount of what was put down in the GCE and the *CGEL*, and has served as a bible for several generations of students and as the standard reference for professional linguists, has not gone unchallenged. As a result, the recent successors (or should I say 'rivals') to *CGEL*, the *Cambridge Grammar of the English Language* (2002) and the *Longman Grammar of Spoken and Written English* (1999) have departed considerably from the contents, descriptive methods, terminology and statements of the *CGEL*, which can now be seen to have followed, in many respects, the path of 'traditional grammar'. It is time, then, to take stock. What does the grammar of English look like two (or four) decades after the *CGEL*? What has changed and what hasn't? We will deal with all major areas of the grammar of English, such as phrase, clause and sentence structure, aspect, tense, modality, voice, sentence type, word classes etc.

Texts: Quirk, Randolph et al. 1972. *A Grammar of Contemporary English*. London: Longman.
Quirk, Randolph et al. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.
Biber, Douglas et al. 1999. *Longman Grammar of Spoken and Written English*. London: Longman.
Huddleston, Rodney & Geoffrey Pullum. 2002. *The Cambridge Grammar of the English Language*. London: Longman.

Scheinerwerb: Kontakt: 1 LP, V/N: 3 LP, Bericht o.ä.: 1 LP, Hausarbeit u. mdl. Prüfung: 3 LP

Altenglische Historische Texte

Priv.-Doz. Dr. Insley Mittwoch 11:15 - 12:45 116 2st.

In diesem Kurs werden spätaltenglische Texte (ab ca. 960 bis 1066) gelesen, übersetzt und sprachgeschichtlich analysiert. Auszüge aus der "Anglo-Saxon Chronicle" der Zeit Aethelreds II. (978-1016) werden gelesen und eingehend erörtert. Auch werden Urkunden und kleinere poetische Texte berücksichtigt. Das Ziel ist, dass die Studierenden eine tiefere Kenntnis der ae. Überlieferung und der historischen Grammatik bekommen. Daher ist der Kurs auch für Examenskandidaten geeignet. Obwohl die Texte in erster Linie sprachgeschichtlich behandelt werden, werden auch die externe Geschichte und Fragen der Überlieferung (Handschriften, Bibliotheken usw.) erörtert. Die Mehrheit der Texte werden aus Sweets Anglo-Saxon Reader genommen. Diese Ausgabe hat ein gutes Glossar und die Anschaffung wird empfohlen.

Teilnahmevoraussetzungen: ZP, sprachwiss. PS I und PS II (womöglich Einführung ins Altenglische), Bereitschaft zur aktiven Mitarbeit. Altenglischkenntnisse sind unerlässlich.

Persönliche Anmeldung.

Texte: Dorothy Whitelock (Ed.), *Sweet's Anglo-Saxon Reader in Prose and Verse*, 15th Ed. (Oxford, 1967).

Scheinerwerb: Ein benoteter Schein wird auf der Grundlage der Mitarbeit im Kurs, eines Referats und einer schriftlichen Hausarbeit vergeben.

Future time expressions in English - variation and change

Dr. Nesselhauf Dienstag 11:15 - 12:45 333 2st.

Future time expressions in English lend themselves well to the study of variation and change in grammar, as there are a number of functionally partly overlapping and partly differing ways to refer to the future. In this seminar, we are not only going to look at *will* + inf, *will* + *BE* + -ing, *shall*, *BE going to*, the progressive and simple present with future time reference, but also at *BE to*, *BE about to*, and other modals and semi-modals with future-referring function. The focus will be on the diachronic development of the relevant expressions, especially since the Early Modern period. Variation (in particular in Present Day English) according to medium, register, and variety will also be discussed, as well as (briefly) the treatment of future time expressions in language teaching.

Hauptseminare

As the corpus-based approach will play a vital role in this seminar, willingness to work with corpus software is a prerequisite for participation.

To register for the course and a presentation topic, please sign up on the list outside office 232.

Texts: Introductory reading: Leech, Geoffrey (2004). *Meaning and the English Verb*. Harlow: Longman (Ch. 4); Palmer, F.R. (1990). *Modality and the English Modals*. London and New York: Longman (Ch. 7).

Scheinerwerb: Regular attendance (1 LP), course preparation (3 LP), oral presentation with detailed handout (1 LP), and either seminar paper (in English, deadline 15 March) or oral exam plus take-home test (3 LP).

First-language acquisition

Prof. Glauser Donnerstag 14:15 - 15:45 116 2st.

Children appear to acquire their mother tongues fairly automatically and at little cost: one day they produce their first words, a little later they can say 'everything'. Psycholinguistics, the branch of linguistics dealing with language acquisition, is a very young discipline, but its results merit the attention of both the 'theoretical' and the 'practising' linguist. The aim of this seminar is thus to arrive at something like a 'state of the art'.

Please register in person during my office hours.

Texts: For a very general but beautiful introduction directed primarily at parents please consult: Naomi, S. Baron 1992. *Growing up with language: how children learn to talk*. New York: Addison-Wesley.

Course Requirements: regular attendance (1CP), preparation/homework (3CPs) and presentation (1CP), paper (3CPs).

African-American Vernacular English

Prof. Glauser Freitag 09:15 - 10:45 113 2st.

African-American Vernacular English (AAVE) has become the subject of a voluminous literature which is strongly sociolinguist- and educationalist-minded. The following five questions have been treated in detail and with an unusual amount of emotion:

1. What is the major reason for widespread AAVE speakers' failure to become successful speakers and readers of Standard English?
2. What is the best way of dealing with the failure?
3. What are the differences between AAVE and Standard American English as well as between the former and White non-standard speech?
4. Does AAVE derive from a pidgin or creole formerly spoken widely in North American but

- now almost completely decreolised except for Gullah?
5. Is AAVE in a process of diverging from White English?

The task of this seminar will be to present, compare and weight the different positions.

Please register in person during my office hours.

Texts: Salikoko S. Mufwene, John R. Rickford, Guy Bailey and John Baugh (eds) 1998. *African-American English: Structure, history and use*. London: Routledge.

Course Requirements: regular attendance (1CP), preparation/homework (3CPs), presentation (1CP), written paper (3CPs).

Hauptseminare Literaturwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang (8 Leistungspunkte)

Shakespeare's Tragedies - *Hamlet*, *King Lear* and *Macbeth*

Dr. Grundmann Dienstag 14:15 - 15:45 116 2st.

This course is designed to deepen your understanding of Shakespeare's demanding late tragedies *Hamlet*, *Macbeth* and *King Lear*. We shall explore the related issues of the absolutist state, Renaissance family structures and the emergence of modern subjectivity around 1600, also taking into account questions of madness, sexuality and women's conflicts with patriarchy. While in the main adopting a broadly new historicist approach, by reading the plays not only in their historical context, but as historical documents *per se*, we shall also take into consideration twentieth century cinematic adaptations of these plays.

Please register with: Grundmann@uni-heidelberg.de

Texts: Please purchase the Arden edition of *Hamlet* (ed. Anne Thompson, 2006), the Oxford edition of *Macbeth* (ed. Nicholas Brooke, 1998) and the Arden edition of *King Lear* (ed. R. A. Foakes, 1997). It is very important that we all use the same editions.

Scheinerwerb: Regelmäßige Teilnahme (1 Credit), Vor und Nachbereitung (3 Credits), Referat (1 Credit), Hausarbeit (3 Credits)

Laurence Sterne's *Tristram Shandy*

Dr. Hirsch Donnerstag 16:15 - 17:45 333 2st.

„Nothing odd will last long. *Tristram Shandy* did not last.“ So resümierte Samuel Johnson allzu eifertig und verstieg sich damit 1776, knapp ein Jahrzehnt nach dem Abschluss von Sterne's

Hauptseminare

Hauptwerk, zu einem der eklatantesten Fehlurteile der angelsächsischen Literaturkritik. Johnsons Abgesang zum Trotz hat *Tristram Shandy* nämlich nicht nur längst kanonischen Status, sondern steht nunmehr gar im Ruf „a postmodern novel before there was any modernism to be post to“ zu verkörpern.

Vor diesem Hintergrund wird ein besonderes Augenmerk des Seminars den erzähltechnischen Besonderheiten Sternes gelten. Deren innovativer Charakter erschließt sich rückblickend freilich erst durch den exemplarischen Vergleich mit Zeitgenossen wie Defoe, Richardson oder Fielding. Flankierend dazu soll der autoreflexive Charakter einer „novel about writing a novel“ gewürdigt werden, die bei aller Komplexität nicht zuletzt ein beträchtliches Maß an Komik aufweist.

Texte: Laurence Sterne, *The Life and Opinions of Tristram Shandy, Gentleman*. (Penguin-Classics-Ausgabe)

Einführend: Wolfgang Iser, *Laurence Sternes "Tristram Shandy"*. München, 1987.

Jens Martin Gurr, *"Tristram Shandy" and the Dialectic of Enlightenment*. Heidelberg, 1999.

Scheinerwerb: Regelmäßige Teilnahme & aktive Mitarbeit (1 LP), selbständige Vor- und Nachbereitung der Sitzungen (3 LP), Referat (1 LP) und schriftliche Hausarbeit (3 LP).

The Uses of History: Historical Novels of the (late) 20th century

Prof. Nünning Dienstag 09:15 - 10:45 112 2st.

The seminar will cover five novels of the last fifteen years, written by contemporary authors each of whom has already produced a number of eminently readable novels. Many of these texts deal with the crossing of boundaries between fact and fiction, historiography and literature, and stories and history, something that has become one of the hallmarks of postmodernist historical novels. The fact that since 1969 no less than twelve such postmodernist historical novels have been awarded the prestigious Booker Prize for Fiction testifies to the reawakened interest in new kinds of telling (hi-) stories and representing the past in contemporary British fiction. Quite a number of these novels have become bestsellers (e.g. Antonia Byatt's *Possession*) and were turned into commercially successful films (e.g. John Fowles' *The French Lieutenant's Woman*, Graham Swift's *Waterland* and Kazuo Ishiguro's *The Remains of the Day*). The prevalent concern with history involves much more than just a popular or nostalgic reminiscence of bygone days; most of the novels deal with such interesting issues as the fallibility of memory, epistemological concerns and other problems of historiography ('historiographic metafiction'), the differences between 'history' and 'herstory' (i.e. women's history), and the relation between cultural memory and national identity. After a brief introduction to the generic features and different types of historical novels and to some basic concepts of historiography we will discuss the following novels:

Texts: Peter Ackroyd, *Chatterton* (1987); Julian Barnes, *History of the World in 10 1/2 Chapters* (1989); Kazuo Ishiguro, *The Remains of the Day* (1989); A.S. Byatt, *Possession* (1990); Barry Unsworth, *Morality Play* (1995).

Course Requirements: Participants will be expected to attend (1 LP) and prepare (3 LP) regularly, to make an oral presentation (plus a handout) (1LP), and write a 'Hauptseminararbeit' (3 LP) if they want to receive a 'Hauptseminarschein'. Registration (please as soon as possible – usually I get more

than 40 registrations before the end of term) per email: vera.nuenning@urz.uni-heidelberg.de

Contemporary Issues in Cultural Politics

Dr. Herbrechter Donnerstag 11:15 - 12:45 113 2st.

This course introduces students to contemporary issues, theories, concepts and strategies of cultural politics. One of the effects of the ongoing 'postmodernisation' and 'posthumanisation' of Western societies is what has been referred to as the 'cultural turn' and the associated rise of 'cultural studies'. Culture – understood as 'a way of life', the sum of 'life choices of a community and its individuals', or the continually changing and controversially negotiated, meaningful environment a society both creates and depends upon – has been both 'commodified' ('cultural marketing' has become one of the main selling strategies in late capitalist societies) and 'politicised' (as source of conflict and negotiation over questions of 'identity'). On the basis of a thorough analysis of this context and its recent history this course raises questions about current trends in cultural politics and future developments in the conceptualisation of 'culture'. This course seeks to balance breadth with depth of study and deals with recent developments in critical and cultural theory and cultural studies. It uses a variety of theoretical approaches to cultural analysis and will reflect on their usefulness in reading recent and current cultural phenomena. The course focuses theoretically and historically on the notion of (post)modernity, (post)modernism and posthumanism. The historical context of (post)modernism and (post)modernity will lead towards a discussion of topics like colonialism, globalisation, feminism, and cultural translation, and of concepts like subjectivity, history, reality, difference, otherness and technology. It will provide students with an overview of contemporary critical debates, discourses and methodologies (e.g. postmodernism, postfeminism, etc.) as applied to more specific and detailed examples (i.e. contemporary issues in cultural politics).

Texts: Malpas, Simon, ed. (2001) *Postmodern Debates*, London: Palgrave.

Browning, Gary; Halcli, Abigail; Webster, Frank, eds. (2000) *Understanding Contemporary Society: Theories of the Present*, London: Sage.

Cahoone, Lawrence, ed. (1996) *From Modernism to Postmodernism: An Anthology*, Oxford: Blackwell.

Docherty, Thomas, ed. (1993) *Postmodernism: A Reader*, Hemel Hempstead: Harvester Wheatsheaf.

Connor, Steven (1996) *Postmodernist Culture: An Introduction to Theories of the Contemporary*, Oxford: Blackwell.

Scheinerwerb: regelmäßige und aktive Teilnahme (1 LP), Vor- und Nachbereitung (3 LP), Referat mit Handout (1 LP), Seminararbeit von 5000 Wörtern (3 LP)

Henry David Thoreau

Prof. Schulz Montag 16:15 - 17:45 113 2st.

From the Declaration of Independence (1776) to Walt Whitman's *Song of Myself* (1855) and beyond, American literature has dramatized visions of the autonomous self and of the United States

as a unique place for “the pursuit of happiness” (Jefferson's phrase). We shall examine a key document in this tradition, Henry David Thoreau's *Walden, or Life in the Woods* (1854) and several of Thoreau's essays. Noted worldwide for his plea for civil disobedience (Gandhi, Martin Luther King, and Nelson Mandela were among his admirers), more recently his works have achieved quasi-scriptural status in some circles of the ecological movement. According to his mentor Emerson, “no truer American existed than Thoreau.” A close reading of Thoreau's writings may help us understand what Emerson meant.

Texts: *The Norton Anthology of American Literature*. Sixth Edition. Ed. Nina Baym et al. Vol. B; Thoreau. *"Wild Apples" and Other Natural History Essays*. Ed. William Rossi. University of Georgia Paperback.

Please register by e-mail: dieter.schulz@urz.uni-heidelberg.de

First class: October 22.

Scheinerwerb: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (3 LP); Referat o.ä. (1 LP); Hausarbeit (3 LP)

Spaces of Decivilization:

Norbert Elias's Cultural Theory and American Literature

Prof. Schloss Montag 16:15 - 17:45 122 2st.

Norbert Elias, a German sociologist of Jewish descent, is best known for his study *Über den Prozess der Zivilisation*, first published in 1939. Elias describes the civilizing process as a process of pacification and rationalization: Out of the contest of numerous rivalling territorial magnates in the late middle ages, a centralized state emerges in early modern times which commands a monopoly in the legitimate use of violence and taxation. This process of state formation goes hand in hand with a change in behavioural standards (refinement of manners) and feelings: While in the earlier stages of the civilizing process, individuals are prone to violence and cooperate only under threat, in the later stages they learn to manage their passions and become socially minded. In Elias's scheme, the democratic state with its highly developed bureaucratic and legal apparatus pre-empts the need for violence establishing ideal conditions for enlightened self-control and peaceful cooperation.

While Elias's sociology has been frequently used to explore the state formation in Europe, it has rarely been invoked in discussions of the nation-building process of the United States. Elias's model of a progressive pacification and rationalization does not seem to square with the American development. In fact, historians such as Frederick Jackson Turner (frontier thesis) have suggested that American democracy is not the product of a gradual amelioration, but the result of regular disruptions of the civilizing process. Many historians would also argue that the institution of state has never acquired in the United States the authority and power that it has attained in Europe. There have always been areas of American society where the state has not succeeded in upholding its monopoly of violence (the frontier, the Wild West, the ghetto). The question is whether we should consider these 'spaces of decivilization' in the US as an aberration or whether we should assume that civilization in the US proceeds on the basis of a model different from Elias's. It is also striking that American literature and culture has always had a fascination with these spaces of decivilization and the violence and disorder that reign there. In fact, genres such as the western, the gothic, the thriller and the conspiracy tale provide psychological 'spaces of decivilization' which seem to satisfy deep

emotional needs.

In this course we will study works of American literature and pop culture from both a sociological and an aesthetic perspective: 1) How do these works portray the civilizing process in America? How is the sphere of the state rendered? How do they motivate the breakdown of civilized forms of behaviour? 2) How do these works represent the "spaces of decivilization"? Why are these spaces so attractive to enlightened, democratic audiences? Our examples will be taken from two periods: the colonial and early national eras and the contemporary scene. Among the works to be studied (some in excerpts) are: "An Narrative of the Captivity ... Of Mrs. Mary Rowlandson" (1682); Charles Brockden Brown, *Wieland* (1798); Benjamin Franklin, *Autobiography* (Part II, 1784); Wes Craven, *Nightmare on Elm Street* (film, 1984); Alan Moore, *Watchmen* (1987); Brett Easton Ellis, *American Psycho* (1991), and Cormac McCarthy, *The Road* (2006).

Texts: A folder with background reading material (Elias, Crèvecoeur, Turner, Slotkin) will be placed on the reserve-book shelf in the library. Most of the earlier texts can be found in the *Norton Anthology of American Literature*, Vol. A. Paperback editions of the newer works are available. Introductory reading: Richard Slotkin, *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*.

Course Requirements: Regular attendance (1 LP), regular homework assignments (3 LP), presentation (1 LP), term paper (3 LP).

Kolloquien

Kein Scheinerwerb

Kolloquium für ExamenskandidatInnen

Prof. Glauser Montag 13:15 - 14:45 116 2st.

Dieses Kolloquium bereitet auf die schriftlichen und mündlichen Abschlussprüfungen in der Linguistik vor. Anhand geeigneter Texte und Übungsmaterialien werden die Kernbereiche der anglistischen Sprachwissenschaft diskutiert. Neben diesem allgemeinen Prüfungswissen werden auch Schwerpunktthemen der TeilnehmerInnen berücksichtigt. Aktive Vorbereitung und Mitarbeit werden erwartet.

Texte: Brinton, Laurel, 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: Benjamins; Leisi, Ernst und Christian Mair 1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Examenskolloquium

Prof. Nünning Dienstag 11:15 - 12:45 112 2st.

In diesem Kolloquium wird Wissen vermittelt, das für die Examensvorbereitung (für Magister- und

Kolloquien

Lehramtskandidaten) von Relevanz ist. Es wird – jeweils anhand von konkreten Beispielen – erörtert, was relevante Fragestellungen für Abschlussarbeiten sind und wie diese aufgebaut sein sollten, welche Themen sich für mündliche Prüfungen eignen, wie man sich auf mündliche und schriftliche Prüfungen vorbereitet, und welches ‚Überblickswissen‘ eine notwendige Voraussetzung für mündliche Examina darstellt. Da eine gute Vorbereitung für eine Prüfung bereits mit der Auswahl von Lehrveranstaltungen im Hauptstudium beginnt, sind auch Teilnehmer und Teilnehmerinnen willkommen, die noch nicht alle Scheine erworben haben.

Oberseminar

Kein Scheinerwerb

Neue Konzepte der Literaturwissenschaft: Theorien, Methoden und Fallbeispiele

Prof. Nünning Mittwoch 15:00 - 19:00 112 2st.

Dieses Seminar richtet sich an Doktorandinnen und Doktoranden der anglistischen und amerikanistischen Literaturwissenschaft. Im Mittelpunkt stehen die Diskussion grundlegender Probleme, die sich beim Verfassen einer literaturwissenschaftlichen Dissertation ergeben, sowie ausgewählte Theorien (etwa feministische Narratologie) und Themen. Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

Persönliche Anmeldung erforderlich

Examensvorbereitung

Text in Context

Victorian Poetry

Prof. Schnierer Donnerstag 09:15 - 11:30 108 3st.

The "long 19th century" begins with the French revolution and early romanticism and ends with World War I and the advent of modernism. The Victorian period is wedged in between these cataclysms: England in 1837 was in many ways as comfortable as it was in 1901, the year of Victoria's death. And yet this period saw some of the most profound social and political changes England had ever undergone.

Literature accompanies such changes, reacts to them, comments on them, even causes them occasionally. Thus, the focus of this class will not just be on a roll-call of the great and good, but on literary dynamics, on the processes that can be seen in and between poems.

Please acquire and read from cover to cover before the beginning of term: Francis O'Gorman ed. *Victorian Poetry: An Annotated Anthology* Oxford: Blackwell, 2004.

You can register an interest in this class from the moment you read this: just drop by and see me either during my Sprechstunde or whenever my door is open.

Amerikanische Literatur: 20. Jahrhundert

Prof. Schulz Donnerstag 16:15 - 17:45 108 2st.

Dieser Veranstaltungstyp ist besonders geeignet für ExamenskandidatInnen.

Die angemessene Vorbereitung auf die Spezialgebiete im Staatsexamen oder in der Magisterprüfung verlangt die Fähigkeit, ein Werk in seiner literaturgeschichtlichen Zugehörigkeit und in seinem kulturellen und sozialgeschichtlichen Kontext zu deuten. Demgemäß bieten die als Lektürekurse konzipierten Veranstaltungen Ihnen einen Rahmen, innerhalb dessen Sie Ihre eigenverantwortliche Beschäftigung mit den Texten einer Epoche durch Präsentation und Diskussion vertiefen können. Behandelt werden exemplarisch ausgewählte Werke der jeweiligen Epoche auf der Basis der "Lektüreliste zur Vorbereitung auf die Interpretationsklausur im Staatsexamen" (cf. *Studienführer*). Neben der interpretatorischen Arbeit werden auch Hilfsmittel und Wege zur Erschließung größerer Zusammenhänge besprochen.

Keine Anmeldung erforderlich.

Beginn: 25. Oktober

Vorbereitungskurse für Examenskandidaten

Die Struktur des Gegenwartsenglischen

Dr. Isermann Donnerstag 18:15 - 19:45 108 2st.

Die Veranstaltung richtet sich an alle, die ihr sprachwissenschaftliches Spezialwissen am Ende ihres Studiums auf eine solide allgemeine Grundlage gestellt wissen wollen, im speziellen an diejenigen, die beabsichtigen, eine Klausur bzw. eine mdl. Prüfung im Rahmenthema "The Structure of Present-day English" (zu jedem Prüfungstermin angeboten) zu schreiben. Ziel ist die Auffrischung, Erweiterung und exemplarische Anwendung des Begriffsinventars sowie der deskriptiven Techniken, die die Sprachwissenschaft für die Beschreibung der englischen Gegenwartssprache bzw. des Sprachgebrauchs bereitstellt. Scheinerwerb nur im Master-Studiengang: Kontakt: 1 LP, Vor- und Nachbereitung: 3 LP, Referat/Bericht u. Verschriftlichung: 2 LP, Mdl. Prüfung: 2 LP.

Texte: Literatur wird in der ersten Sitzung bekanntgegeben.

Language History for Examination Candidates (Fortnightly)

Priv.-Doz. Dr. Insley Dienstag 16:15 - 17:45 114 2st.

This course is aimed at students preparing for a written or oral examination in the history of English. Selected topics from the history of English will be looked at in detail. Although we will concentrate on the central areas of phonology, morphology and lexis, other areas will be touched upon and the external history will be given due consideration. The emphasis will be on breadth rather than depth, since topics across the complete spectrum of the history of the language from late Old English onwards will be covered. It is recommended that students participating in this course read a general history of English before the beginning of the course. Registration per email: john.insley@as.uni-heidelberg.de

Translation into English for Exam Candidates

Kay Henn Montag 16:15 - 17:45 116 2st.

Kay Henn Montag 18:15 - 19:45 116 2st.

This is a course for students intending to take their Staatsexamen at the end of the semester. Past exams will be set as homework and discussed in class; you will have the opportunity to have homework marked. No need to register; just turn up!

N.B. This course is only open to students taking their exams at the end of this term.

Translation into English for Exam Candidates

Derek O'Brien Dienstag 11:00 - 12:45 108 2st.

Derek O'Brien Dienstag 16:15 - 17:45 108 2st.

This course will prepare you for *Klausur I* of the *Staatsexamen*. Each week we will translate and correct past examinations and concentrate on some of those areas that cause you most difficulty when it comes to translation. The course will conclude with a mock exam.

N.B.: This course is only open to students taking their exams at the end of this term.

Registration: You can register for the course as of now per e-mail: b21@ix.urz.uni-heidelberg.de

Fachdidaktik

Das Lehrwerk

Harald Weißling Dienstag 14:15 - 15:45 115 2st.

Harald Weißling Dienstag 16:15 - 17:45 115 2st.

Harald Weißling Donnerstag 14:15 - 15:45 115 2st.

Harald Weißling Donnerstag 16:15 - 17:45 115 2st.

Lerntheoretische und methodisch-didaktische Grundlagen

Die Veranstaltung richtet sich an Studierende vor dem Praxissemester.

Das Lehrwerk hat vor allem im Englischunterricht der Sekundarstufe I große Bedeutung. Sein methodisches Konzept steuert den Sprachlehrgang, vernetzt die verschiedenen Bereiche des Lernprozesses und bündelt sie in einer Progression. Sein Ziel ist es, ein System zu schaffen, das effektives und motivierendes Englischlernen ermöglicht.

In dieser Veranstaltung sollen eng am Lehrwerk die Prinzipien und Begriffe, die für seine Konzeption wichtig sind, untersucht werden: Ganzheitlichkeit, Schüler-, Handlungs-, Projekt- und Produkt-orientierung, Lernstrategien, Fertigkeitentraining und Kompetenzen, Differenzierung, Kreativität, Emotion, interkulturelles Lernen sowie auch der Erwerb von Sprachmitteln, Lexik und Grammatik.

Die gerade auf dem Markt erscheinenden Lehrwerke der neuen Generation werden unter fachdidaktischen Kriterien untersucht und evaluiert, ihr Wert für den gymnasialen Unterricht praktisch erforscht.

Eine Sitzung wird durch einen Unterrichtsversuch an einer Schule der Region ersetzt.

Texte: Lehrwerke werden gestellt

Scheinerwerb: Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung.

Arbeit mit Texten

Barbara Köhler-Kresin Donnerstag 16:00 - 17:30 112 2st.

Die Veranstaltung richtet sich an Studierende nach dem Praxissemester. Im Mittelpunkt steht die Arbeit mit Sach- und fiktionalen Texten im Unterricht der Unter-, Mittel- und Oberstufe. Anhand konkreter Beispiele werden die Texte literaturwissenschaftlich und didaktisch untersucht. Dabei sollen analytisch-kognitive zusammen mit spielerisch-kreativen Methoden vorgestellt und abschließend in der Unterrichtswirklichkeit erprobt werden.

Texte: Sachar, Louis. *Holes*. Berlin, Cornelsen, 2005

Scheinerwerb: Regelmäßige Anwesenheit, aktive Teilnahme und eine Hausarbeit

Sprachpraxis

Pronunciation Practice/Begleitkurse

This is a practical class in the language lab in which you actively improve your English pronunciation. The *Begleitkurs* should be taken in the same semester as the lecture 'Introduction to English Phonetics and Phonology', but certainly not before the lecture. The *Schein* that you receive for passing this class is the so-called 'Aussprachetest'.

Sprachpraxis

B.A. students receive 1 LP for passing this class.

Sign up online for either British English (BE) or American English

(AE) classes. Please note that you will lose your place in a *Begleikurs* if you do not turn up for the first session.

You will need to obtain one of the following books for the *Begleikurs* (the first for British, the second for American English pronunciation):

Sauer, Walter. 2006. *A Drillbook of English Phonetics*. Third Edition. Heidelberg: Winter. (or second edition).

Sauer, Walter. 2006. *American English Pronunciation: A Drillbook*. Third Edition. Heidelberg: Winter. (or second edition).

Bachelor-Modul	Studiengang/Semester
Phonetics	25% Sprachwiss., 25% Literaturwiss. oder 25% Kulturwissenschaft, 1.-2. Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

1 Leistungspunkt (in-course assessment)

Pronunciation Practice/Begleikurs Phonetik British English (BE)

Lena Zipp Mittwoch 09:15 - 10:00 ZSL 320 1st.

Lena Zipp Mittwoch 10:15 - 11:00 ZSL 320 1st.

Lena Zipp Mittwoch 11:15 - 12:00 ZSL 320 1st.

Lena Zipp Freitag 09:15 - 10:00 ZSL 320 1st.

Lena Zipp Freitag 10:15 - 11:00 ZSL 320 1st.

Lena Zipp Freitag 11:15 - 12:00 ZSL 320 1st.

Pronunciation Practice/Begleikurs Phonetik American English (AE)

N. N. Donnerstag 12:15 - 13:00 ZSL 318 1st.

N. N. Donnerstag 13:00 - 13:45 ZSL 318 1st.

N. N. Donnerstag 14:15 - 15:00 ZSL 220 1st.

N. N. Donnerstag 15:00 - 15:45 ZSL 220 1st.

Grammar/Grammar and Style I

The aims of this course are twofold: to help you use tense and aspect correctly, and to help you identify typical errors and explain your corrections. Almost all the classes (regular attendance: 1 credit point) will be based on homework set the week before (estimated homework time: 2 hours per week, 1 credit point). Your grade will be based on a centralized exam at the end of the course (1 credit point).

Bachelor-Modul	Studiengang/Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3 Leistungspunkte

Carolyn Burmedi	Dienstag 09:15 - 10:45	122 2st.
Kathrin Pfister	Dienstag 11:15 - 12:45	110 2st.
Kay Henn	Dienstag 16:15 - 17:45	113 2st.
Kathrin Pfister	Donnerstag 09:15 - 10:45	114 2st.
Kay Henn	Donnerstag 11:15 - 12:45	114 2st.
Kathrin Pfister	Freitag 09:15 - 10:45	115 2st.

Grammar and Style I for Repeat Students

Only students who have failed Grammar 1 in a previous semester may register for this course! Students in the Repeat Course will be asked to approach the learning materials with more self-reliance than in the original course. They will be expected to review the Grammar 1 handouts and formulate questions for class discussion as homework. Class work will then consist of in-depth discussion of typical mistakes and exam type exercises.

Carolyn Burmedi	Dienstag 11:15 - 12:45	122 2st.
Kathrin Pfister	Freitag 11:15 - 12:45	115 2st.

Writing/Writing I

This is a pre-essay-writing course in which you will learn to compose well-structured and varied sentences. The course will deal with sentence elements and functions, coordination and subordination, non-finite and verbless clauses, relative clauses and the noun phrase, and thematization. Emphasis will be placed on both analysis and production. Exercise types will include error detection and correction and elementary paragraph production. **You should have passed Grammar/Grammar and Style I to register for this course!**

Bachelor-Modul	Studiengang/Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3 Leistungspunkte (regular attendance: 1 LP, homework time: 1 LP, exam: 1 LP)

Kay Henn	Montag 14:15 - 15:45	108 2st.
Derek O'Brien	Dienstag 09:15 - 10:45	113 2st.
Kay Henn	Dienstag 14:15 - 15:45	113 2st.
Derek O'Brien	Mittwoch 09:15 - 10:45	122 2st.
Derek O'Brien	Mittwoch 11:15 - 12:45	122 2st.

Translation into English/Translation I

This course is intended to be taken after Grammar/Grammar and Style I, and after or alongside Writing/Writing I. The course deals with contrastive problems for native speakers of German, concentrating, typically, on problems of grammar rather than vocabulary. Typical problem areas are: conditionals, modality, reported speech, adverbs/adjectives, gerund/infinitive, word order. The German texts that are translated will usually have been adapted in order to concentrate on these problem areas.

Bachelor-Modul	Studiengang/Semester
Translation and English in Use	75% 1.-3. Semester

3 Leistungspunkte (regular attendance: 1 LP, homework time: 1 LP, exam: 1 LP)

Michael Shiels	Montag 14:15 - 15:45	114 2st.
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Michael Shiels	Montag 16:15 - 17:45	114 2st.
Peter Bews	Dienstag 14:15 - 15:45	114 2st.
Peter Bews	Dienstag 16:15 - 17:45	112 2st.
Frances Colgan	Mittwoch 14:15 - 15:45	115 2st.
Ian Leslie	Donnerstag 14:15 - 15:45	122 2st.
Ian Leslie	Donnerstag 16:15 - 17:45	116 2st.

English in Use

Bachelor-Modul	Studiengang/Semester
English in Use	25% Sprachwiss., 25% Literaturwiss oder 25% Kulturwissenschaft, 3.-5. Semester
Translation and English in Use	75% 1.-3. Semester

3 Leistungspunkte

Reading Skills

Frances Colgan Mittwoch 16:15 - 17:45 115 2st.

This course is designed for students with advanced written and spoken English skills. Emphasis will be placed on reading and analysing academic texts on subjects such as popular culture, politics and anthropology. Students will be taught how to analyse the texts with a view to improving their own vocabulary, which will in turn seek to enhance their language skills in general. Participants on the course will be given weekly tasks to be prepared in advance of each class. As the aim of the course is to achieve an all-round improvement in the participants' oral and written English skills, the use of any type of German dictionary is strictly forbidden.

Scheinerwerb: Schriftliche Prüfung

Vocabulary and Idiom

Derek O'Brien Donnerstag 09:15 - 10:45 122 2st.

The aim of this course is to help you expand and enrich both your active and passive vocabulary in

Sprachpraxis

English. You will begin by learning how to use your *dictionaries* most effectively and then go on to look at such areas as *word formation, semantic fields, phrasal verbs, idioms, false friends, and register and style*. In addition, we will deal with various topic areas (*politics, personal finance, health and medicine, sport, media, fashion, education etc.*) each week by means of exercises and newspaper articles. The emphasis of the course will be on practical work - you will be confronted with a myriad of exercises to do at home and in class.

If you enjoy words and language, if you are the type of person who gets sidetracked when using a dictionary, then this is the course for you.

Course Requirements: regular attendance and participation (1 CP); regular preparation / homework assignments (1 CP); examination (1 CP)

Speaking Skills

Peter Bews Donnerstag 16:15 - 17:45 114 2st.

This course should help you to talk about everyday topics. The emphasis will be on accuracy rather than fluency.

Course Requirements: regular attendance and participation (1 CP); regular preparation / homework assignments (1 CP); oral examination (1 CP)

Presenting in English

Deanna Stewart Dienstag 11:15 - 12:45 115 2st.

We will spend the semester working on the nuts and bolts of presenting in English, from planning to presentation. You will also learn how to use PowerPoint effectively and have lots of opportunities for practicing, including a final presentation.

Course Requirements: class participation (1 LP), homework (1 LP), oral presentation (1 LP)

Advanced Writing/Writing II

Bachelor-Modul	Studiengang/Semester
Advanced Writing and Stylistics	50% oder 75% 4.-5. Semester

4 Leistungspunkte

Academic and Journalistic Essay Styles

Ian Leslie Montag 09:15 - 10:45 116 2st.

This course will examine the particular nature of the essay (Bacon, Johnson). Current example of essays (Time Magazine, London Review of Books etc.) will be discussed regarding the differences between an essay and a report. Newspaper headlines will also be deciphered.

Short stories and passages from novels will be distributed for homework. Discussion on the texts will be welcome in class, but the main emphasis will be on structuring ideas: how to arrange paragraphs and use link words and expressions effectively and in a style appropriate to the various kinds of writing.

Texts: Photocopies will be distributed.

Course Requirements: Regular attendance and active participation (1 LP), Regular homework assignments (2 LP), Written examination (1 LP)

Writing for Academic Purposes

Frances Colgan Mittwoch 11:15 - 12:45 112 2st.

Frances Colgan Donnerstag 09:15 - 10:45 112 2st.

Frances Colgan Donnerstag 11:15 - 12:45 112 2st.

The course is designed for students, who have a high level of written and oral English skills. Participants will be taught the skills involved in analysing, preparing and writing academic texts. An emphasis will be placed on error detection and improvement, register as well as vocabulary building methods for academic writing. The course will be conducted in a step by step manner, so that participants have the chance to constantly improve on their individual pitfalls.

Scheinerwerb: Regular attendance and active participation (1 LP), Regular homework assignments (2 LP), Written examination (1 LP)

Stylistics/Grammar and Style II

Bachelor-Modul	Studiengang/Semester
Advanced Writing and Stylistics	50% oder 75% 4.-5. Semester

4 Leistungspunkte

Historical Translation

Carolyn Burmedi Montag 09:15 - 10:45 122 2st.

By pairing representative authors from various eras, we will examine stylistic elements and discuss the challenges of translating historical texts. Authors considered will include Martin Luther and Sir Isaac Watts; G.E. Lessing and Thomas Bulfinch; the Brothers Grimm and Joseph Jacob; Friedrich de la Motte-Fouqué and Wordsworth; and Friederike Schenk and Emma Holmes.

Students will be expected to meet regularly in study groups outside of class in order to prepare homework assignments.

Course Requirements: class attendance (1 LP), study group attendance (1 LP), homework (1 LP), final written exam (1 LP)

Register

Peter Bews Montag 14:15 - 15:45 112 2st.

There are three main areas that are looked at in this course, but they are all focussed on the writing of academic prose: text analysis, headlines/journalese, and register.

Course Requirements: Regular attendance and active participation (1 LP), Regular homework assignments (2 LP), Written examination (1 LP)

Advanced Translation into English

Peter Bews Montag 16:15 - 17:45 112 2st.

This course is intended for students approaching their finals, who have spent a year abroad, and need practice in advanced translation. We will cover both journalese texts as well as literary ones and the emphasis will be on producing English-sounding texts, not the mutilated language sometimes practised in the lower level course, which is more an opportunity to refresh your grammar. Here grammar is a given.

Course Requirements: Regular attendance and active participation (1 LP), Regular homework assignments (2 LP), Written examination (1 LP)

Translation of Cultural, Sociological and Political Texts

Ian Leslie Mittwoch 14:15 - 15:45 122 2st.

Ian Leslie Mittwoch 16:15 - 17:45 122 2st.

In this course the main emphasis will be on literature and society. Texts for translation will be taken

from magazine and newspaper reviews, articles and reports from the beginning of the 20th century to the present.

In each session it is also planned to discuss 'tricky' expressions, idioms and neologisms.

Texts: Photocopies will be distributed.

Course Requirements: Regular attendance and active participation (1 LP), regular homework assignments (2 LP), written examination (1 LP)

Advanced Translation into English

Peter Bews Donnerstag 14:15 - 15:45 112 2st.

This course is intended for students approaching their finals, who have spent a year abroad, and need practice in advanced translation. We will cover both journalese texts as well as literary ones and the emphasis will be on producing English-sounding texts, not the mutilated language sometimes practised in the lower level course, which is more an opportunity to refresh your grammar. Here grammar is a given.

Course Requirements: Regular attendance and active participation (1 LP), Regular homework assignments (2 LP), Written examination (1 LP)

Subtitling, Dubbing and the Translation of Literary Dialog

Carolyn Burmedi Freitag 09:15 - 10:45 110 2st.

Carolyn Burmedi Freitag 11:15 - 12:45 110 2st.

In this course we will examine the stylistic differences between subtitling, dubbing, and literary dialogue. While there will be some translation into German from popular American television series such as *Buffy, the Vampire Slayer*, we will concentrate on translation into English using the films *Lola Rennt*, *Das Wunder von Bern*, and *Nosferatu*, and the novel and film versions of *Das Boot* and *Im Westen Nichts Neues*.

Students will be expected to meet regularly in study groups outside of class in order to prepare homework assignments.

This course is intended for students approaching their final exams who have already spent at least six months abroad in an English-speaking country. Please do not register if you have just completed or are still in the Grundstudium.

Course Requirements: class attendance (1 LP), study group attendance (1 LP), homework (1 LP), final written exam (1 LP)

Essay Types

Barbara Kujath Montag 14:15 - 15:45 115 2st.

Barbara Kujath Freitag 11:15 - 12:45 112 2st.

In this course students will have the chance to develop their skills in various types of academic writing from descriptive writing, summaries and comparison and contrast to writing well thought-out, formal essays.

Course Requirements: Regular attendance and active participation (1 LP), regular homework assignments (2 LP), written examination (1 LP)

Translation II (E-G)

In this course you will learn to translate English-language literary texts into German using tools which help you reproduce for your readers the effects which the original authors create for theirs. To achieve this aim, you will learn the limitations of word-by-word translation and the importance of contextuality. We will see that the sentence cannot be understood and translated in isolation from the paragraph nor the paragraph in isolation from the entire text. Consequently, we will acknowledge these textual relationships and base our choices as translators on a thorough literary and linguistic analysis of the originals. Course requirements: a) steady attendance and active class participation (regular homework assignments to be handed in); b) a group project; and c) a final exam in form of an in-class translation

Birgit Erwin Montag 18:14 - 19:45 115 2st.

Karin Gunkel Dienstag 08:30 - 10:00 333 2st.

Karin Gunkel Mittwoch 09:15 - 10:45 333 2st.

Karin Gunkel Donnerstag 08:30 - 10:00 333 2st.

Karin Gunkel Donnerstag 11:15 - 12:45 333 2st.

Advanced English in Use

Scheinvergabe nur im Master Studiengang und für Erasmus Studierende (4 Leistungspunkte)

Advanced Vocabulary and Idiom

Carolyn Burmedi Donnerstag 09:15 - 10:45 116 2st.

The aim of this course is to help you expand and enrich both your active and passive vocabulary in

English through a myriad of authentic articles and exercises to do at home and in class.

Course Requirements: One two-hour written exam (for MA and Erasmus students).

Creative Writing

Peter Bews Donnerstag 18:15 - 19:30 112 2st.

This course is intended for anyone, from any semester, who enjoys, or thinks they would enjoy, writing in English. No instruction is given on how to write but you will be expected both to write yourself as well as to comment on the writing of others.

Course Requirements: Weekly assignments and a final written examination for all those requiring a Schein. Kontakt 1 LP; V/N 2 LP; Exam 1 LP

Ethisch-Philosophisches Grundlagenstudium

Nur Lehramtsstudiengang

Classics in Generative Grammar III: Language and Responsibility

Dr. Schiffmann Freitag 14:15 - 15:45 114 2st.
Description see page 18

Verbrechen und Strafe: Eine Einführung in die Detektiv-/Kriminalliteratur

Dr. Hauser Donnerstag 16:15 - 17:45 122 2st.
Beschreibung siehe Seite 26.

Lektürekurse

Kein Scheinerwerb

Better Than Shakespeare: Jane Smiley, Gloria Naylor, John Updike

Prof. Schulz Mittwoch 09:15 - 10:45 108 2st.

Prompted in part by Adrienne Rich's call for a "re-vision" of canonical texts, the late twentieth century has seen an explosion of literature in which women and minority novelists rewrite Shakespeare from a feminist and/or postcolonial perspective. We shall examine the ideological and aesthetic

implications of this major trend by taking a closer look at Jane Smiley's *A Thousand Acres* (1991; repr. Flamingo paperback) – *King Lear* as told from the point of view of one of the 'bad' daughters; and Gloria Naylor's *Mama Day* (1988; repr. Vintage paperback) – a black woman's version of *The Tempest*. John Updike's *Gertrude and Claudius* (2000; repr. Ballantine Books) – a 'prequel' to *Hamlet* trying to redress the moral balance of the play in favor of the queen – shows that mainstream male writers, too, feel inspired to tinker on the bard.

Texts: See the editions mentioned above. As regards Shakespeare, I prefer the New Arden editions. First class: October 24. No registration.

Hot Off the Press

Prof. Schloss/Jakubzik Mittwoch 18:15 - 19:45 333 2st.

Was bewegt gerade die Geister auf der anderen Seite des Atlantiks? In diesem Kurs betreiben wir American Studies quasi live. Zur Debatte steht das 'kulturelle Imaginäre' der Vereinigten Staaten im aktuellen Moment. Es werden Neuerscheinungen aus unterschiedlichen Bereichen (Literatur, Politik, Gesellschaft, Film, Musik, Fernsehen) vorgestellt und kritisch diskutiert. Angestrebt wird ein Dialog zwischen "anspruchsvoller Kunst" und Popkultur. Kenntnisse in US- Amerikanischer Geistesgeschichte sind ebenso erwünscht wie zeitgenössische alltagskulturelle Expertise. Die Studierenden wirken bei der Auswahl und Präsentation der Materialien aktiv mit.

Um das Lesepensum erträglich zu halten, wird ein Teil der Texte in Auszügen gelesen. Der Kursplan wird flexibel gehandhabt, damit wir auf aktuelle Entwicklungen eingehen können. Siehe auch <http://as.uni-hd.de/hot>.

Übergreifende Kompetenzen

In diesen Veranstaltungen können nach Maßgabe der vorhandenen Plätze Bachelor-Studierende aus anderen Fächern im Rahmen ihrer jeweiligen Prüfungsordnungen Leistungspunkte aus dem Bereich der Übergreifenden Kompetenzen erwerben. Eine persönliche Anmeldung beim jeweiligen Dozenten (auch per e-mail) zur Aufnahme in den Kurs und Absprache der zu erbringenden Leistungen ist unbedingt erforderlich.

Pronunciation Practice/Phonetik Begleitkurse

Beschreibung und Termine siehe Seite 50.

Cultural Criticism and Critical Practice

Dr. Herbrechter Mittwoch 09:15 - 10:45 HS 10 2st.: Beschreibung siehe Seite 10.

Britain under Blair

Dr. Hirsch Donnerstag 14:15 - 15:45 113 2st.: Description see page 29.

Hot Off the Press

Schloss/Jakubzik Mittwoch 18:15 - 19:45 333 2st.: Description see above..